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ABSTRACT

The Regents 1978 progress report incorporates the progress reports of the State University of New York and the City University of New York, and the consolidated progress reports of independent institutions prepared by the Commission on Independent Colleges and Universities. In the report the Regents have reviewed the contributions made toward public policy goals by postsecondary education as well as progress with respect to the recommendations made by State University, City University, and independent institutions. Also reported are all amendments made to institutional master plans since November 1, 1976, and progress made toward the Regents five goals for postsecondary education: freedom of access, freedom of choice, quality education, responsiveness to societal needs, and the efficient use of resources. (Author/MSE)

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THE REGENTS
1978 PROGRESS REPORT

ON THEIR

1976 STATEWIDE PLAN FOR THE DEVELOPMENT

OF

POSTSECONDARY EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
October 1978

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1075 NORTHERN BOULEVARD
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October 19, 1978

To the Governor and the Legislature:

In compliance with subdivision 6 of Section 237 of Education Law, I am pleased to transmit to you herewith "The Regents 1978 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1976." It incorporates the 1978 progress reports of the State University of New York and The City University of New York, and the consolidated progress report of independent institutions prepared by the Commission on Independent Colleges and Universities. In their 1978 Progress Report, the Regents have reviewed the contributions made toward public policy goals by postsecondary education as well as progress with respect to the recommendations made by State University, City University, and independent institutions. In compliance with statute, this Progress Report also reports all amendments made to institutional master plans since November 1, 1976, and, most importantly, progress made toward the Regents five goals for postsecondary education: Freedom of Access, Freedom of Choice, Quality Education, Responsiveness to Societal Needs, and the Efficient Use of Resources.

In developing this Progress Report, the Regents held two meetings with the Planning Advisory Council, consisting of the Chancellors of the State and City Universities and the Chairman of the Commission on Independent Colleges and Universities, and one public hearing, although not required by law.

Only one element in The Regents 1978 Progress Report requires approval by the Governor. That element is the new enrollment goals recommended by the Regents in Chapter 2 of the Progress Report. On behalf of the Regents, I submit those enrollment goals to the Governor and request his approval of them.

Respectfully yours,

Theodore M. Black

Theodore M. Black
Chancellor of the Board of Regents

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FOREWORD

The Regents oversee the activities and plans of all education in New York State. One important aspect of this responsibility is the review of the master plans of all degree-granting institutions in the State and the development of coordinated plans and strategies for the future. Through this planning process, the Regents seek to ensure that present strengths are carried into the future and current weaknesses are eliminated. By setting goals, they focus the educational resources of the State on major objectives which can be achieved only through cooperative action and careful planning.

Section 237 of Education Law outlines the Regents responsibilities in statewide planning for the development of postsecondary education. It requires the Regents to adopt a Statewide Plan every four years, and to report on progress towards achievement of the goals of the Plan two years after it is adopted. With respect to the Progress Report in particular, subdivision (6) requires that:

> By the first day of November...the regents shall summarize and report to the governor and the legislature any modifications made pursuant to this subdivision and shall include in such report a statement on the progress made in implementing the regents plan and their general recommendations...

Reduced to its barest essentials, a progress report is a summary of modifications to the Statewide Plan and a statement of progress made in implementing the Plan and the recommendations in the Plan.

This Progress Report responds to this legal charge, and it also recasts some of the concerns and objectives expressed in the 1976 Statewide Plan in response to changes that have taken place in the past two years. Particular attention is devoted to ways in which the Regents goals of Quality Education, Responsiveness to Societal Needs, Efficient Use of Resourses, Freedom of Access, and Freedom of of Choice may be achieved. Chapter I establishes the broad setting for the Report and lays out the implications of the anticipated decline in enrollments. It also suggests some of the forces at work in society that will help to shape postseconary education in the future. Separate chapters follow which discuss enrollment goals, facilities, student access, program quality, and resources implications.

This Report does not fully reflect the Regents interest in regional planning, although, wherever possible, data are presented regionally and illuminating examples by region are included in the text. By early 1979 the Regents will have received individual planning summaries on each of their eight higher education planning regions. These papers will be important resources for working with institutions in the State and promoting coordinated planning and cooperative arrangements.

The approaching decade may well be the most difficult ever experienced by postsecondary education. The challenges which will have to be met will call for maximum effort by the Regents, by the Education Department, and by all postsecondary institutions. More importantly, the coming decade will be the period which will test the two century commitment by the American people to education as the universal path to achieving the American dream.

The Regents anticipate that the following issues will be addressed in the 1980 Statewide Plan or appropriate position papers:

- The changing purposes of postsecondary education;
- The decline in enrollment;
- The facilities needed to assure access and choice;
- The erosion of public support for education;
- The skepticism about the intrinsic value of postseconary education;
- The identification of educational needs among persons other than the traditional college-age population; and
- The development of partnerships among education, business, industry, and government.

This list is by no means inclusive; other, equally important issues could have been included. The challenges are readily apparent; perhaps not so apparent are the opportunities arising from adversity. The challenges we must meet; the opportunities we must seize.

Chapter 1

THE ENVIRONMENT OF HIGHER EDUCATION

Until recently, few questioned the personal and public benefits of a college education. Some very serious and knowledgeable observers of higher education, Stephen Dresch and Richard Freeman are examples, now suggest that the social and economic costs of higher education may outweigh its benefits. We are told that even middle-income parents are reluctant to wipe out savings or alter their life styles to put their children through college. Taxpayers at all levels question the expenditure of public monies to provide services, including education. The passage of Proposition 13 in California makes citizens of New York State look more critically at their own obligations.

From another perspective, the case for education seems stronger today than ever before. College education remains an important avenue for upward mobility and, despite some recent publicity, a college degree does generally lead to higher salaries and less unemployment than other options. As a major consumer and provider of services, education is an important segment of the economy. In New York State the largest single public service sector is education. Expenditures for elementary, secondary, and postsecondary education paid for by State and local taxes exceed $8 billion a year. Spending from all sources raises the total to more than $12 billion. Higher education's share of these total expenditures is over $4 billion. As providers, our educational institutions employ about half a million persons, approximately 7 percent of all job holders in the State. Over 170,000 of them are employed by degree-granting institutions.

More important from a public policy perspective is the cost of higher education relative to other State programs, such as mental health and corrections. Per student costs in higher education are slightly more than $3,000 per year, in comparision with $12,000 per prisoner and $24,000 per mentally ill patient. It would be naive to suggest that a simple switching of resources would resolve the problems we face, but it is reasonable to ask whether some shifting of resources to education might be appropriate. As society becomes more complex, it will be increasingly important to provide educational opportunities to give people a better chance to be productive members of society. This may prove to be the most cost-effective option in the future.

As we look ahead to the 1990's, we can see that competition for public monies will be even more intense than it has been in recent years. In New York State in recent years about 12 percent of State revenues have been devoted to higher education. Hospital costs and prison costs are likely to continue to increase rapidly, as will welfare and unemployment benefits. There will be pressure to give these and other areas a larger slice of the public pie.

Some may reason that the decline in higher education enrollments now being forecast will be translated into a comparable drop in expenditures. This is unlikely for a number of reasons, primarily because educational costs to operate a program for, say, 50 students are not significantly reduced if only 45 enroll. Teaching faculty and support staff and services will not decline in proportion; inflation will probably absorb any excess of revenues over expenditures; and individual program enrollment will not decrease in the same ratio as the overall decrease in enrollment. Unless society sees the value of developing and maintaining its educational resources, support could be reduced significantly, which might lead to disproportionate reductions in programs or compromises in program quality.

Historically, the colleges and universities of New York State have been sensitive to the social and economic conditions in which they operated and adaptive to changes in these conditions. Since colonial times, Yorkers have had the reputation of being practical people. The founders of colleges and universities in New York were typically businessmen or public servants rather than scholars or learned clergymen, and they intended the institutions they founded to serve immediate social purposes. When Stephen Van Rensselaer established the first enduring school of science and engineering in the English-speaking world in Troy, New York, in 1824, he announced that its purpose would be to offer instruction "in the application of science to the common purposes of life." The foundation of Cornell University some forty years later with an endowment from a public-spirited businessman and the State's share of the Morrill Land Grant Act opened an era of direct service by university research to the State's economy and particularly to its farmers. Many units of the present State University owe their origins to the normal schools which emerged immediately after the Civil War to meet the immense demand for professional teachers in the State's newly free common schools. Pace University, which now boasts schools of arts and sciences, business administration, education, nursing, and law located on four campuses, was founded in the commerical district of lower Manhattan in 1906 to prepare students for the accounting profession.

In different times higher education in the State adapted to serve different students and to perform different social and economic services. The 1960's was a decade of growth to serve the postwar "baby boom" generation, but also a decade of service in response to newly expressed social priorities. The educational opportunity programs at public and independent institutions, the City University's open admissions policy, urban studies centers, and many other new programs recall the intimate involvement of the State's higher educational institutions during the sixties and early seventies with the world outside the so-called Ivory Tower.

From the mid-1970's the social and economic conditions of New York State and the nation have begun to shift again, and the State's colleges and universities have been adapting their programs and missions to serve society and the economy in the new conditions. As the size of the traditional college-age population stabilizes (soon to decline) and the State's population as a whole "ages;" as more and more adults return to college for purposes of self-improvement, career advancement, or career change; as increasing numbers of women in particular return to college and the job market after raising families; many higher educational institutions are making adjustments in their programs, schedules, and even locations to serve the special needs of an adult, non-resident, generally part-time student body. An example is the recently approved Master of Business Administration program at The Chase Manhattan Bank offered by St. John's University. St. John's faculty will teach bank employees where they work and thereby respond to a special need in the private sector for graduate instruction in finance by using educational resources which are drawn from the university.

Pace University was one of the first institutions in the nation to develop programs specifically tailored to the needs of employees on the job. In a program begun in 1972, Pace offers 3rd and 4th level managers at American Telephone and Telegraph on-site courses leading to the Master of Science degree in management.

Over 300 people have graduated from the program so far. In addition, undergraduate courses have been offered at A.T.&T., Pepsico, International Business Machines, General Foods, and Merrill, Lynch. The I.B.M. undergraduate program includes a special degree track for field service representative and combines on-site courses with home study.

The State Univeristy of New York has been very involved in developing a connection between campuses and the community. The Third Dimension: Public Services of the State University of New York inventories by region many of the services the University is providing already to communities, the State, and the economy. A few examples demonstrate the range involved: The University Center at Stony Brook has just established a Center for Industrial Cooperation, and held a conference on the economic development of Long Island. With State University leadership, representatives from Federal, State, and local government and all kinds of commerce and industry representatives as well as members of labor unions participated. The Technial Assistance Center at the State University College at Plattsburgh conducted economic feasibility and impact studies that played a major role in the awarding of the 1980 Winter Olympic Games to Lake Placid. That same Center at Plattsburgh has saved or created 1,400 jobs in the troubled North Country in the calendar year of 1977 alone. Representatives from SUNY's 30 community colleges met with the N.Y. Department of Commerce to develop joint efforts to restore the health of business and industry throughout the State. The University Center at Buffalo offers a variety of management development programs, contributes consultative services to depressed areas of Erie County, and conducts a joint educational program with General Motors and the United Auto Workers.

Independent institutions are no less interested than public institutions in promoting the dissemination and application of knowledge that will help the economy. At the University of Rochester leading economists from government, academic institutions, and scholarly and business publications meet twice a year to discuss key business and economic issues in the Carnegie-Rochester Public Policy Conferences co-sponsored by the Graduate School of Management's Center for Research in Government Policy and Business and Carnegie-Mellon University. Rochester's Graduate School of Management also sponsors conferences for members of the banking and financial community through its Center for the Study of Financial Institutions and Securities Markets. Its College of Engineering has established a Materials Laboratory for joint use by the University and local industry, enabling companies to test and develop new materials, from metals to plastics, for a wide variety of applications.

The City University of New York has established a wide variety of linkages with industry, public agencies, and other elements in the economy of New York City. For example, the University has established an extensive relationship with District Council 37 of the American Federation of State, County and Municipal Employees for the purposes of upgrading the skills of its employees. Four colleges of the University participate. Full articulation is provided with the University's degree programs.

The College of New Rochelle, an independent institution, offers another program at District Council 37's union headquarters. That program is a nontraditional one in the liberal arts leading to the Bachelor of Arts degree.

Other institutions in the State also are reaching out. Bard College has initiated a concentration in Community, Regional and Environmental Studies. In this program, Bard students and faculty work closely with regional officials and community groups in analyzing and solving critical issues of health care and environmental pollution. Students have even apprenticed themselves to town officials. Nearly 300 faculty members at Cornell University are part of the Cooperative Extension program, which offers job training and advice as a public service in subject areas ranging from home economics to marine resources development. Fordham University's construction plans in the Bronx are part of a major effort to revitalize the neighborhood and promote the local economy, as are City University's construction activities at Lehman College. The Polytechnic Institute of New York has two senior level industry advisory committees, one for Long Island and one for Westchester. The groups of corporate exectives meet regularly and are charged with advising the Polytechnic on programs and research areas where the Institute can better serve the needs of business and industry in the State. A related project involves corporate associates who help design programs of continuing eduation, seminars, and consultantships to strengthen the ties between PINY and industry. Of course, ties have long existed between community colleges and local businesses, prinicipally in the form of industry advisory committees to virtually every curriculum outside the liberal ars.

A strong educational system and a strong economy are mutually supportive. The Regents commend the institutions which have made progress in the State in promoting cooperative partnerships with other sectors. These relationships will be increasingly important in the future. Not only do we face the dislocations of the baby bust on our educational institutions, but at the same time we face the equally significant impact of the baby boom on the job market for adults. The Bureau of the Census estimates that by 1990 there will be 60.5 million workers in the "prime" 25 to 44 age bracket. This is compared to 39 million workers in 1975. In a recent N.Y. Times article Richard Freeman noted, "This market bunching of the work force will have far-reaching consequences for the job market . . .it also suggests fierce competition for promotions, coupled with substantial career disappointment for many and the possibility that persons in the 25 to 44 cohort of 1990 will receive especially low relative income for their entire lives." Planning for the eighties will have to be done in full cognizance both of the decrease in the college-age cohort and the increase in the work force population. Postsecondary institutions must exercise leadership in maintaining and improving occupational competence and mobility, in addition to preparing students for occupations. And, as always, institutions will contribute to individual cultural and intellectual development, to technological literacy, to personal independence and fulfillment outside the workplace as well as in successful careers, and to basic research and creativity.

Chapter 2

ENROLLMENTS IN THE EIGHTIES

Enrollment levels are a key factor in higher education planning; most college and university programs and activities are linked either directly or indirectly to students. Enrollment levels are important factors in the development of budgets and the monitoring of expenditures for both public and independent institutions. They also provide a basis for evaluating the accessibility of higher education to the citizens of the State. In developing plans for the future, it is most important to have an idea what enrollments will be or ought to be. This information can point to problems and situations that will require special attention. It can also suggest the need for reallocation of resources both within higher education and between higher education and other major program areas.

Higher education in New York State is in a period of transition. The year 1975 marked the end of a fifteen-year period of unprecedented growth during which enrollments more than tripled to almost a million degree-credit students. (Table 1 summarizes the changes.) The growth is attributable primarily to a significant increase in college-age population and high school graduates, a demographic phenomenon related to the post-World War II baby boom. There was also an increase in college paraticipation rates related to the widespread belief that college attendance is an avenue to a better life. Of course, the growth could not have taken place if there had not been a concurrent expansion in both new and existing colleges and universities.

During that same fifteen-year period, higher education enrollments nationwide almost tripled, from 3.8 million in 1960 to almost 11.2 million in 1975, according to the National Center for Education Statistics.

Table 1. DEGREE-CREDIT ENROLLMENT IN NEW YORK STATE
1960 to 1975

Type of Student	Year				Percentage Change
	1960	1965	1970	1975	1960-1975
Full-Time Undergraduate	189,822	293,183	439,726	549,174	189%
Part-Time Undergraduate	57,254	60,194	168,656	258,257	351%
Full-Time Graduate	24,678	26,577	41,097	46,392	88%
Part-Time Graduate	49,891	55,454	99,081	123,608	148%
TOTAL	321,645	435,408	748,560	977,431	204%

Source: NYSED, Postsecondary Information Systems (7/78)

Between 1960 and the present there have been a number of significant changes in higher education institutions in New York State:

1. The State University of New York has emerged as the largest university system in the country, with 64 units providing a wide range of instruction, research, and public service programs in a variety of locations and settings.
2. The independent institutions in the State, though not growing as fast as the public institutions, have grown significantly and remain the key to the diversity of opportunities in the State.
3. The City University of New York, shaken by the financial difficulties of New York City in the mid-seventies, is starting a recovery which will reestablish its pre-eminence as an urban center of learning, research, and public service.
4. Proprietary institutions have emerged as partners in the higher education system to serve special needs with well-defined and carefully targeted programs.

FUTURE PROSPECTS

These historical perspectives are important and interesting, but the key questions for planners and policymakers are not related entirely to the past. Planning requires insights about who will attend college in the 1980's and 1990's, and how different factors and programs such as student aid influence student enrollment decisions.

Although it is not possible to predict with certainty what enrollments will be in the future, it is possible to develop enrollment projections which indicate what enrollments would be if student participation patterns remain the same as in the recent past. The State Education Department has devoted considerable effort to this task in recent years and the work suggests that significant changes will take place over the next decade-and-a-half. Declines of as much as 30 percent in full-time undergraduate enrollment may occur by 1992, along with slight increases in part-time undergraduate and full-time and part-time graduate enrollments. The full-time undergraduate projections shown in Figure 1 illustrate the prospects, assuming that basic participation patterns and support levels will remain stable. The decline is attributable primarily to an expected decrease in the number of high school graduates, which also explains the brief respite in the mid-1980's. The numerical projetions for all four types of enrollment are provided in Table 2.

All of these projections assume that enrollment patterns of the past will continue in the future. This in turn assumes that factors such as student aid levels, institutional recruiting and admissions policies, State and Federal support of higher education, and so forth, will remain the same, at least relative to other changes in society and government. Such stability, of course, is not likely to prevail. In fact, there are a variety of forces about which we can speculate that may have a significant impact on higher education in the future. It is convenient to group these factors into three categories: demographic and social, institutional, and competitive. The increases and decreases that might result from these factors will be in addition to those factors already accounted for in Figure 1 and Table 2, most notably the decline in high school graduates.

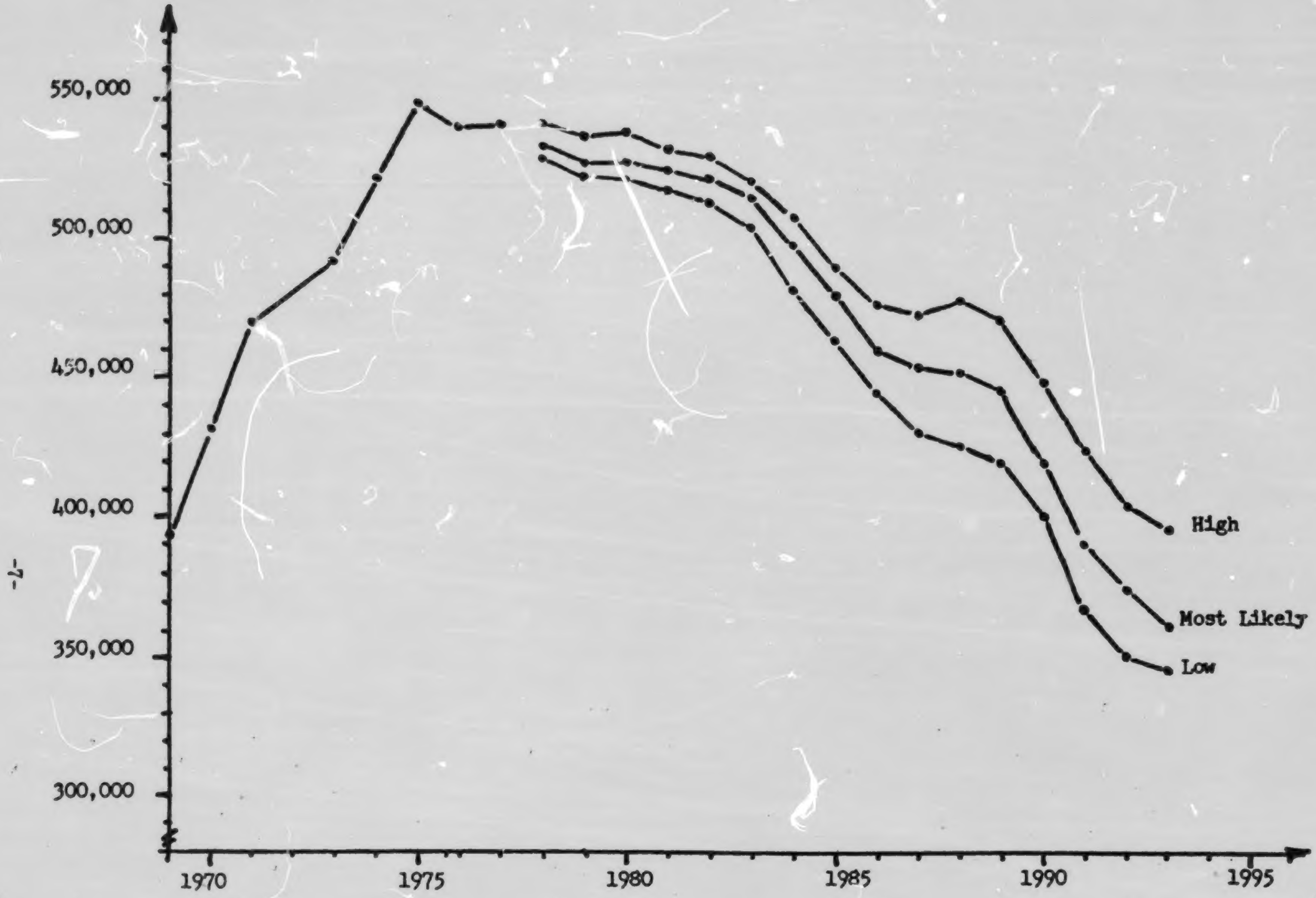

Figure 1. FULL TIME UNDERGRADUATE ENROLLMENTS IN NEW YORK STATE
Actual from 1969 to 1977; Projected from 1978 to 1993

SOURCE: NYSED: Postsecondary Information Systems (7/78).

Table 2. HISTORICAL AND PROJECTED ENROLLMENTS IN NEW YORK STATE 1978 to 1993

	Full-Time Undergraduate[3]	Part-Time Undergraduate[2]	Full-Time Graduate[2]	Part-Time Graduate[2]	Total First-Professional[3]
Historical					
1970	439,726	168,656	40,799	99,081	16,128
1971	467,144	174,640	42,656	105,455	16,863
1972	473,199	195,417	42,770	112,937	17,430
1973	491,621	219,385	43,823	118,668	17,685
1974	514,587	234,802	45,079	124,203	18,331
1975	549,374	256,086	46,675	123,608	18,835
1976	538,147	228,131	45,568	105,687	20,150
1977	542,643	225,385	45,613	101,600	21,618
Projected					
1978	535,200	224,250	46,700	104,000	21,500
1979	529,000	225,800	47,050	104,750	21,500
1980	530,550	227,250	47,450	105,500	21,500
1981	526,100	228,300	47,700	106,050	21,500
1982	524,500	229,400	47,950	106,550	21,500
1983	515,500	230,400	48,200	107,050	21,500
1984	499,000	231,400	48,450	107,600	21,500
1985	479,000	232,400	48,700	108,100	21,500
1986	461,000	233,100	48,900	108,450	21,500
1987	453,000	233,700	49,100	108,800	21,500
1988	452,000	234,350	49,250	109,100	21,500
1989	443,000	235,000	49,450	109,450	21,500
1990	419,000	235,650	49,600	110,400	21,500
1991	393,500	237,000	49,900	110,400	21,500
1992	375,000	238,300	50,150	111,050	21,500
1993	365,000	239,650	50,400	111,650	21,500

NOTES: (1) Based on Most Likely Assumptions

(2) Based on 1977 Participation Rates

(3) Held constant at preliminary 1977 levels for all projected years because number of openings is expected to determine enrollment levels.

SOURCE: NYSED: Postscondary Information Systems (7/78).

OTHER FACTORS INFLUENCING ENROLLMENTS

There are many factors that have a significant impact on college enrollments. Some of those expected to be particularly important in the 1980's are described briefly below, even though it is not possible to incorporate them into current enrollment projections. Education Department staff will be exploring these and other factors in the future with an eye toward quantifying their impact and developing appropriate policy responses.

Demographic And Social Factors Influencing Higher Education

A variety of demographic and social factors affect higher education. Three that are likely to influence future enrollment levels are:

Population Shifts: The population in New York State has recently been, and probably will continue to be, quite mobile. The State is expected to continue experiencing out-migration. Since migrants are primarily younger adults and their children, an out-migration of these residents removes disproportionate numbers of prospective full-and part-time college attendees. The negative impact on participation rates could be significant. According to the National Center for Education Statistics, the State's 5 year old to 17 year old population declined by 1.6 percent as a result of out-migration between 1970 and 1975. Another factor worth noting is the potential impact of illegal immigrants on the population level. Some social scientists predict a large increase in population because illegal immigrants not counted in the current population tend to have six children. This impact cannot be predicted accurately, but, to the extent that the children of illegal immigrants are attending elementary and secondary schools (public or private) anywhere in New York State, they are included in the base for these enrollment projections.

Changing Student Composition: The characteristics of high school graduates will change in the next two decades. During the past decade the birthrate, both in New York State and in the nation as a whole, has been dropping. During the past decade an increasing percentage of births both in New York State and in the nation as a whole have been among low income groups. This differential birth rate will carry over to high school graduates in the future and undoubtedly to attitudes toward college attendance. A decline in college participation can be expected from this influence unless institutions take steps to counteract it.

Participation of Women and Minorities: There has been a significant increase in college attendance by women and members of minority groups in recent years. The rate for women exceeded that for men for the first time in 1977. Based on the peak level for men in 1974, a small increase in participation is still possible for both men and women (see Table 14, in Chapter 4). Estimates of participation for the black population indicate recent increases as well, but substantial increases are still possible for members of almost all racial and ethnic minorities. If the future conditions support the continued rise in participation for these groups, an increase in projected college enrollment would result. The possible increase of racial and ethnic minorities' participation is discussed further in Chapter 4.

Institutional Factors Influencing College Enrollment

A number of factors related to the colleges and universities themselves may influence enrollment levels:

Costs: Cost of attendance is one of the factors that seems likely to affect future college enrollments. In the past, costs of attendance have risen faster than the Consumer Price Index because the cost of instruction has risen rapidly; they seem likely to continue to do so in the future. In the absence of increases in financial support or student aid, therefore, it is reasonable to expect this factor to create pressures for declining enrollments. The effect of so-called "sibling overlap," in which children in a family are close in age, so that families may have more than one child of college-age at a time, may also influence reactions to costs of attendance. In New York, the Regents estimate that the average gross family income in 1978 is about $18,000.

Recruiting and Program Offerings: Most institutions will look closely at their clienteles and programs in the years to come, and make adjustments in order to insure survival if not prosperity. If approached in a positive manner and linked to genuine efforts to improve program quality, these efforts can be expected to yield increased enrollments.

Retention and Dropouts: Institutions may also try to maintain enrollments by increasing student retention and reducing dropout rates.

Relationships with Secondary Education: Changes in secondary education can have a significant impact on higher education. For example, the new minimum competency levels required for high school graduation may affect participation rates or actual enrollment levels or both. Similarly, closer communication and articulation between secondary and postsecondary institutions and their faculties could lead to altered programs and participation patterns. Attempts to quantify the impact of these actions would be speculative at this time.

Competition From Other Sources

Higher education has always had to compete with other options for its students. The three major sources of competition in the near future are likely to be the military establishment, out-of-state migration, and other sectors of education.

Competition from the Military: The armed forces typically have recruited young men of traditional college age. As the number of such young men declines in the 1980's, the armed forces will have to take a larger share in order to maintain their current manpower levels or begin to draw from other population groups. There is a growing feeling that only through the draft or the recruitment of women can the armed forces obtain required personnel. One way or the other there will be some sort of dislocations for higher education, probably in the form of delayed entry after military service. Depending on the size and timing of the delay, the impact on colleges could be significant. The apparent movement toward providing higher education opportunities during military service could aggravate the situation.

Out-of-State Migration: Out-of-state institutions are likely to continue to draw a significant number of students from New York State. Many students will continue to attend college in other states as a way of "seeing the world," or to be with friends, or to enroll in a particular program or institution. Unless the differentials in cost of college attendance between New York and other states change significantly, either through changes in tuition or changes in portability of student aid, these migrations patterns, which now show approximately 18 percent of first-time students from New York "migrating" to college in other states, are not expected to change.

Competition from Other Sectors of Education: Another source of competition for students is likely to be secondary school adult education programs. These institutions already serve a large clientele with low cost, geographically dispersed vocational and avocational programs. Although they are not likely to offer the same kind of programs as colleges and universities, they may draw students away from degree-credit programs.

ENROLLMENT GOALS

Given this background, the Regents must establish enrollment goals for higher education; that is, statements about what enrollments ought to be. These enrollment goals provide the basic context for academic and fiscal planning for individual institutions. They also provide a framework for planning by the Education Department and by other State agencies.

In presenting the enrollment goals, five premises need to be stated. These indicate some of the underlying objectives of the Regents with respect to higher education in the State.

(1) Higher education in New York State has been effective in the past. Despite statements of critics, it is the best vehicle for social mobility. Access to higher education has been high for citizens of New York State. And the diversity of opportunities is excellent. For these reasons the Regents want to at least maintain current access levels statewide, and therefore do not anticipate major changes in college participation rates.

(2) The Regents believe that the variety of opportunities and settings of the higher education system in New York State is one of its strengths. The Regents wish to maintain this diversity and therefore envision a large number of institutions sharing in any declines that occur.

(3) The Regents assume that institutions will be innovative in designing program offerings and delivery strategies. The Regents also assume that institutions will show good judgment in maintaining the quality of their programs and in preparing requests for new programs. The Regents are prepared to create constraints if a cooperative, voluntary approach proves unworkable.

(4) There is a need for continuing student financial aid to defray the mounting costs of college attendance. Direct unrestricted aid to independent institutions through the Bundy Aid program also contributes to this end.

(5) The Regents do not wish to prescribe enrollment levels for individual institutions. This would discourage initiative and restrict flexibility. The Regents do, however, have an obligation to set separate goals for selected groups of institutions. In this way they can help to support the diversity of the entire higher education system.

NUMERICAL GOALS

Considering all the premises mentioned above the Regents have developed revised numerical enrollment goals which are presented in Tables 3, 4, 5, and 6. These goals differ from those presented in the Regents 1976 Statewide Plan in a number of ways.

(1) The goals for part-time enrollment, both undergraduate and graduate, are significantly lower than those in the Statewide Plan. This reflects primarily the significant decline in participation in part-time programs in the two years since the Plan was released. There have also been some modifications to the procedures used by the Education Department in developing enrollment projections and analyzing enrollment and access.

(2) The goals for full-time enrollment, both undergraduate and graduate, are somewhat different than those in the Statewide Plan. Small changes in participation patterns are the primary cause. Technical refinements and improvements in procedures also have been made.

The Regents will monitor enrollment levels, patterns, and factors related to student demand for higher education. This monitoring will serve as part of a continuing process of evaluating enrollment goals, and other goals related to enrollment levels. The goals will be revised appropriately in the future to reflect both the changing needs of the State and its residents for higher education and the growing understanding of college enrollment and its impact on society.

REGENTS RECOMMENDATION

The Regents set the following enrollment goals:

Table 3. NEW YORK STATE

REGENTS ENROLLMENT GOALS FOR FULL-TIME UNDERGRADUATES

1978-1984

	Final 1977	1978	1979	1980	1981	1982 Low	1982 High	1984 Low	1984 High
STATE UNIVERSITY									
Four-Year[1]	106,786	105,880	104,450	104,850	103,850	101,420	104,670	96,040	100,400
Ag & Tech	20,105	19,750	19,500	19,550	19,500	19,050	19,650	17,950	18,750
Community Colleges	81,732	8,152	80,550	80,750	79,900	78,130	80,480	74,210	77,350
TOTAL	208,623	207,150	204,500	205,150	203,250	198,600	204,800	188,200	196,500
CITY UNIVERSITY									
Four-Year	77,332	77,000	76,050	77,000	76,350	74,600	76,900	71,800	75,000
Two-Year	42,906	41,650	41,100	41,250	41,050	40,150	41,400	37,800	39,500
TOTAL	120,238	118,650	118,150	118,250	117,400	114,750	118,300	109,600	114,500
INDEPENDENT									
Four-Year	189,455	185,700	182,900	183,500	182,150	178,000	183,550	166,900	174,300
Two-Year	9,164	8,500	8,500	8,450	8,400	8,250	8,500	7,800	8,100
TOTAL	198,619	194,200	191,400	191,950	190,550	186,250	192,050	174,700	182,400
PROPRIETARY									
TOTAL	15,163	15,200	14,950	15,200	14,900	14,400	14,850	13,700	14,300
GRAND TOTAL	542,643	535,200	529,000	530,550	526,100	514,000	530,000	486,200	507,700

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[1] Fashion Institute of Technology is included in the community college total but not the four year total.

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Table 4. NEW YORK STATE

REGENTS ENROLLMENT GOALS FOR PART-TIME UNDERGRADUATES

1978-1984

	Final 1977	1978	1979	1980	1981	1982		1984	
						Low	High	Low	High
STATE UNIVERSITY									
Four-Year[1]	17,919	17,800	17,950	18,100	18,150	17,450	19,100	17,300	19,700
Two-Year (including Community Colleges and Ag & Tech College	82,565	82,450	83,000	83,500	83,900	81,500	87,050	80,950	88,950
TOTAL	100,484	100,250	100,950	101,600	102,050	98,950	106,150	98,250	108,650
CITY UNIVERSITY									
Four-Year	35,039	35,000	35,200	35,450	35,600	34,550	37,050	34,300	37,900
Two-Year Community Colleges	18,696	18,600	18,750	18,850	18,950	18,350	19,700	18,250	20,150
TOTAL	53,735	53,600	53,950	54,300	54,550	52,900	56,750	52,550	58,050
INDEPENDENT									
Four-Year	63,062	62,100	62,550	62,950	63,250	61,300	65,750	60,900	67,300
Two-Year	1,769	1,800	1,800	1,800	1,850	1,750	1,900	1,750	1,950
TOTAL	64,831	63,900	64,350	64,750	65,100	63,050	67,650	62,650	69,250
PROPRIETARY									
TOTAL	6,335	6,500	6,550	6,600	6,600	6,400	6,900	6,350	6,900
GRAND TOTAL	225,385	224,250	225,800	227,250	228,300	221,300	237,450	219,800	252,850

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[1] Fashion Institute of Technology is included in the community college total but not the four-year total.

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Table 5. NEW YORK STATE

REGENTS ENROLLMENT GOALS FOR GRADUATE STUDENTS

1978-1984

	Final 1977	1978	1979	1980	1981	1982		1984	
						Low	High	Low	High
FULL-TIME									
State University	10,809	11,350	11,400	11,500	11,600	11,750	12,100	11,500	12,350
City University	4,242	4,300	4,350	4,350	4,400	4,300	4,600	4,250	4,700
Independent	30,562	31,050	31,300	31,600	31,700	30,300	32,950	30,050	33,600
TOTAL FULL-TIME	45,613	46,700	47,050	47,450	47,700	46,350	46,650	45,850	50,650
PART-TIME									
State University	20,167	21,250	21,400	21,550	21,700	21,000	22,600	20,900	24,400
City University	11,355	13,850	13,950	14,300	14,600	14,150	15,250	14,100	16,700
Independent	70,078	68,900	69,400	69,650	69,750	67,650	72,400	67,250	71,850
TOTAL PART-TIME	101,600	104,000	104,750	105,500	106,050	102,800	110,250	102,250	112,950
GRAND TOTAL	147,213	150,000	151,600	152,950	153,750	149,150	159,900	148,100	163,600

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Table 6. NEW YORK STATE

REGENTS ENROLLMENT GOALS FOR FIRST-PROFESSIONAL STUDENTS

1978-1984

	Final					1982		1984	
	1977	1978	1979	1980	1981	Low	High	Low	High
FULL-TIME									
State University	3,863	3,850	3,850	3,850	3,850	3,850	3,850	3,850	3,850
City University	-	-	-	-	-	-	-	-	-
Independent	15,904	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800
TOTAL	19,767	19,650	19,650	19,650	19,650	19,650	19,650	19,650	19,650
PART-TIME									
State University	-	-	-	-	-	-	-	-	-
City University	-	-	-	-	-	-	-	-	-
Independent	1,851	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900
TOTAL	1,851	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900
GRAND TOTAL	21,618	21,550	21,550	21,550	21,550	21,550	21,550	21,550	21,550

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COMPARISON OF REGENTS GOALS TO SECTOR GOALS

A critical question remains: How do the expectations of the institutions compare with these enrollment goals? An overall comparison is provided in Table 7. It summarizes sector projections made by the State University, the City University, and independent institutions (as aggregated by the Commission on Independent Colleges and Universities) and compares the sum of these projections to the Regents goals provided above. The sum of sector projections is greater than the Regents projections for all years and all types of enrollment. For fall 1980, the difference is over 30,000 students for all student categories, and for fall 1984 it is nearly 70,000 students. The most significant difference is for full-time undergraduates in 1984, for which the sector projections are nearly 45,000 students higher than the Regents goals, a difference of approximately ten percent in the largest enrollment category.

The differences are probably not entirely real. Most institutional representatives agree that there will be a significant decline in high school graduates that will result, on a statewide basis, in a comparable decline in full-time undergraduate enrollment. They are reluctant, however, to give up hope that they will be able to buck the trend. Each is optimistic that it will be able to take some action which will help to maintain its own enrollment level (or share), or at least improve to some degree the ability to attract students. At least for traditional full-time undergraduate students, some institutions and sectors will have misjudged. Time will tell the extent of their optimism.

More specific comparisons between sector projections and Regents goals are provided in Tables 8 to 10. In most cases, the differences are similar to those shown in the aggregate in Table 7.

The differences for the City University (Table 9) deserve more detailed discussion because of a shift away from part-time toward full-time enrollment at the undergraduate level. This appears to be a response to changing financial conditions, particularly a reduction in student aid for part-time students. In preparing its projections, City University has extended these patterns into the future. This results in higher full-time projections and lower part-time projections than anticipated by the Education Department, although the totals for undergraduates are quite close. The Regents goals reflect the distribution of students in fall 1977 and represent, for the full-time undergraduates, the maximum shift toward full-time status that has actually been observed. The Regents need further evidence that the shift toward full-time enrollment will continue in the future, as has been assumed by the City University, before altering their goals. Consideration must also be given to the impacts such a trend might have on enrollments of independent institutions in the City.

The Regents will monitor enrollment patterns and trends closely in the future and adjust their goals if appropriate.

Table 7. COMPARISON OF REGENTS GOALS AND SECTOR ENROLLMENT PROJECTIONS FOR NEW YORK STATE

	Projection Year 1980-81				Projection Year 1984-85			
	Full-Time Undergrad	Part-Time Undergrad	Full-Time Grad & 1st Professional	Part-Time Grad & 1st Professional	Full-Time Undergrad	Part-time Undergrad	Full-Time Grad & 1st Professional	Part-Time Grad & 1st Professional
Sector Projection By								
State University[1]	208,276	109,019[a]	17,750	21,881[a]	208,174	111,446[a]	19,700	22,369[a]
City University[2]	121,900	52,900	4,400	11,400	120,700	56,300	4,500	12,100
Independent (CICU)[3]	202,173	65,657	51,597	76,423	199,516	68,630	51,988	78,158
Proprietary (SED)[2]	15,200	6,600	—	—	14,000	6,600	—	—
TOTAL	547,549	234,176	73,747	109,704	542,390	243,426	76,188	112,627
Regents Goals[2]	530,550	227,250	67,050	107,400	499,000	231,400	68,050	109,500

[a] SUNY provided only total part-time projections. 1977 shares for undergraduate and graduate enrollment were assumed.

[1] Simple Average of Low and High Projections

[2] Most Likely

[3] Missing data resulted in CICU projecting for the Independents less the seminaries, nursing schools and nine additional institutions. Historical 1977 enrollments for the missing institutions have been added to the CICU projections to give a projection for the Independent Sector.

SOURCE: NYSED: Postsecondary Information Systems (7/78).

Table 8. COMPARISON OF PROJECTIONS FOR THE STATE UNIVERSITY OF NEW YORK

	Projection Year 1980-81			Projection Year 1984-85		
	SUNY 1976 Plan	SUNY Spring '78	Regents Spring '78	SUNY 1976 Plan	SUNY Spring '78	Regents Spring '78
FULL-TIME UNDERGRADUATES						
State Operated Campuses						
Low	135,845	132,263	123,250	140,665	134,373	113,990
High	140,665	134,390	126,750	142,965	139,475	119,190
Community Colleges						
Low	86,610	73,400	80,100	83,500	66,000	74,210
High	86,860	76,500	82,200	87,680	76,500	77,360
FULL-TIME GRADUATE & FT FPR						
Low	18,695	17,406	16,000	20,105	17,551	16,350
High	20,105	18,095		21,235	21,866	
TOTAL PART-TIME						
State Operated Campuses						
Low	61,396	50,695	45,000	62,315	52,255	45,950
High	62,315	53,105		63,930	55,375	
Community Colleges						
Low	84,855	78,000	78,150	90,270	80,000	79,550
High	87,785	80,000		92,000	80,000	

SOURCE: NYSED: Postsecondary Information Systems (7/78).

TABLE 9. COMPARISON OF PROJECTIONS FOR THE CITY UNIVERSITY OF NEW YORK

	Projection Year 1980-81			Projection Year 1984-85		
	CUNY 1976 Plan	CUNY Spring '78	Regents Spring '78	CUNY 1976 Plan	CUNY Spring '78	Regents Spring '78
FULL-TIME UNDERGRADUATES						
TOTAL	108,500	121,900	118,250	NA	120,700	112,750
PART-TIME UNDERGRADUATES						
TOTAL	NA	52,900	54,300	NA	56,300	55,300
GRADUATE & FIRST-PROFESSIONAL						
FULL-TIME	3,345	4,400	4,350	NA	4,500	4,450
PART-TIME	16,725	11,400	14,300	NA	12,100	14,850

SOURCE: NYSED: Postsecondary Information Systems (7/78).

Table 10. COMPARISON OF PROJECTIONS FOR NEW YORK STATE INDEPENDENT INSTITUTIONS

	Projection Year 1980-81			Projection Year 1984-85		
	CICU 1976 Plan	CICU Spring '78[1]	Regents Spring '78	CICU 1976 Plan	CICU Spring '78	Regents Spring '78
Full-Time Undergraduate						
TOTAL	208,600	205,455	191,950	194,550	202,275	178,700
Part-Time Undergraduate						
TOTAL	67,997	70,536	64,750	71,200	73,489	65,950
Full-Time Graduate						
TOTAL	32,200	32,372	31,600	32,800	32,786	31,800
Part-Time Graduate						
TOTAL	76,250	73,608	69,650	80,700	75,363	69,550
Full-Time First-Professional						
TOTAL	14,650	15,619	15,800	14,800	15,856	15,800
Part-Time First-Professional						
TOTAL	1,490	2,078	1,900	1,610	2,053	1,900

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[1] Total Tabulations include 1977 enrollments for: Academy of Dramatic Arts, Boricua College, College of Human Services, Brooklyn Law School, Arnold and Marie Schwartz School of Pharmacy, New York Law School, New York School of Interior Design, Wadhams Hall, Webb Institute of Naval Architecture. Also, all nursing school and seminaries except Nyack College. These inclusions account for institutions not included in the CICU projections.

SOURCE: NYSED: Postsecondary Information Systems (7/78).

IMPLICATIONS FOR INSTITUTIONS

These enrollment goals have important implications for colleges and universities in the State. Few institutions are expected to avoid a decline in full-time undergraduate enrollment, and many will experience significant declines. In fact, to the extent that some institutions experience less than the average decline -- and there may be a few that do not decline at all -- other will experience significant declines, perhaps greater than 50 percent.

Some institutions will not be able to make the necessary adjustments to survive the changes and will be forced to close. Few, if any, will be able to continue without some adjustments.

It is not too early to begin planning for the eighties and nineties. Institutions must start now to develop procedures that will permit them to implement contingency plans in response to changing patterns of student demand and social pressures. Flexibility will be essential so that program mix can be adjusted, programs can be closed out, and new clienteles can be served without compromising program quality. Management systems to provide better information about costs and estimates of the financial impact of changes will be valuable resources. Through the Education Department, the Regents will provide whatever assistance they can to resolve the problems that arise for institutions out of the demographic changes of the next decade-and-a-half.

Chapter 3

FACILITIES

Student enrollment has been and will continue to be a major determinant of facilities needs. Enrollment is a principal measure of "productive capacity" for most higher educational institutions. The adjective "principal" acknowledges that, for major universities and specialized institutions, other factors are also very important: sponsored and internally funded research, sponsored training programs, continuing education, public service activities, and so forth. But the impact of present and prospective enrollment as a measure of facilities needs differs during a period of enrollment growth versus one of enrollment decline.

Declining enrollments must be a key factor in current facilities plans of individual institutions and in evaluation by sector and State leaders and agencies of the planned facilities projects of individual institutions and groups of institutions by sector, region, and in the State as a whole. During a period of enrollment growth, facilities can be planned in accordance with measures of academic, administrative, and auxiliary space per student. The facilities are built, and, in most cases, can be and have been used to accommodate the increased enrollments. But facilities have permanence and, as the basic need for them decreases, they cannot be discharged or retired. They have much more tenure than do faculty; they do not suffer from attrition; they will not go away; and they cannot be transferred. In most cases, the facilities of individual institutions cannot be sold to some other institution for academic use and, most often, their location and design does not make them transferable to or convertible to uses for other service activities.

Hence, a number of institutions in the State, both public and independent, will have excess facilities in the years ahead. If these facilities are not to be permitted to self-destruct by neglect, they will have to be maintained and provided with minimum necessary inputs of energy, especially heat. The costs of doing this, particularly the high and still rising energy costs, will impose significant financial burdens upon those institutions affected. The expenditures for unutilized facilities will continue as fixed costs which must be spread, along with all other operational costs, over the number of students enrolled and programs in operation. Cost of education per student per year will be increased more than would otherwise be the case and these rising costs will exacerbate the problems of those institutions which are already in financial difficulty. They may, indeed, hasten the bankruptcy and possible closure of a number of institutions. In the process of monitoring the financial condition of the State's institutions, the Education Department will be closely watching the enrollment experience of colleges, the development of excess or unutilized plant capacity and the impact of the costs of the latter upon the unit student costs of education, and the financial condition of the institutions.

Although two of the three major sectors of higher education in New York State are public and their programs and facilities have been planned, the total system has not been planned and, to the extent that attempts have been made to plan and coordinate, individual institutional decisions and sector decisions have not added up to a coordinated totality. As in the industrial "system," the total higher educational system of the State has had its facilities used to near capacity for the past ten years. A number of institutions, both public and independent, have been underutilized, and perhaps, have built academic homes too large for their occupants. A few have operated with enrollments and activities above designed capacity; a large number have built facilities which have been occupied and used near design or optimal capacity. All of this is neither bad nor good. It has simply happened and is the historical and current fact. It is the result of a system and process of freedom, relative autonomy, ambition, optimism, and aspiration.

The second major point with respect to the relationship between enrollments and facilities is that the present and prospective level of enrollment is almost irrelevant to the need for certain capital expenditures, so long as the institution is basically viable and likely to continue in existence. Campus facilities are built up over long periods of time. With each passing year, a determinable proportion of the plant facilities, beginning with the oldest and most outmoded, need replacement, rehabilitation, renovation, or conversion to other uses. The important factor to look at is not that of the amount and cost of construction or reconstruction but whether it adds to total enrollment capacity.

A third area of facilities needs, again not related to changes in enrollment, is that of completing the construction of facilities needed as part of the total academic, administrative, and auxiliary complex which constitutes the basic mass and configuration of a higher educational institution. Here, again, at any given time, there are a number of institutions which have not yet built an adequate general auditorium for campus functions, a physical education and recreational facility, a student activity center, or a dining facility. Those which have these facilities may have long needed enlargement or improvement of them to accomodate the existing and prospective student body as well as changes in patterns of individual and social behavior. Modifications and additions may also be needed to such basic academic facilities as libraries, laboratories, and classrooms for current use and even in the case of some enrollment decline.

In summary, institutional and sector plans for facilities construction in the years ahead must not be evaluated simplistically on the basis of what has become the spectre of declining enrollments.

Whatever the present circumstance, the conditions prevailing in the years ahead will result in a number of institutions enrolling significantly smaller numbers of students and having total academic activities which make far less than full use of available facilities. It is quite evident that there is and will be no need for any net increase in total facilities to meet enrollment demands. What then is needed for the future, by what institutions and for what reasons?

Because of differences among the sectors in the present status of facilities, in the perceived need for facilities and the various reasons and justifications for them, and because, for most institutions, present and prospective enrollment is not the major variable, an evaluation of total facilities needs for the State requires a careful analysis of many factors beyond projected enrollments.

The most important of these factors are:

1. Facilities needs of long-standing to meet requirements of past, current, and prospective programs and activities at enrollment levels expected in the future.

2. Age and condition of existing facilities for existing and prospective

enrollments and programs.

3. Appropriateness of facilities for current use and for prospective use, i.e., possible need for remodeling.

4. Need for facilities for student services and adjunct purposes, where they have not existed at all or are inadequate: gymnasia, auditoria, health clinics, student centers, food services.

5. Facilities and equipment needed to keep pace, in both instruction and research, with innovation, invention, and technological change, especially in the hard sciences and engineering.

6. Additions to or remodeling of facilities for libraries, including renovations to accommodate new media and new techniques for storage, retrieval, and delivery.

7. Remodeling and refurnishing of student residences, and possible additions where student demand exists.

8. New facilities "mandated" by a restricted gift or bequest to construct such facilities and conduct a specialized research or instructional program.

Beyond these factors, which are mainly pertinent to the determination of individual institutional facilities plans and the evaluation of such plans, other factors are pertinent to the evaluation of facilities now available and construction plans on a regional and statewide basis:

1. Student choices of institutions, which are subject to constant change and may be subject to greater changes in the years ahead as some institutions phase-down program offerings or even close.

2. Duplication or multiplicity of academic and professional programs.

3. Location of institutions and programs and their accessibility to students.

The Regents plan to review these factors and present recommendations on facilities in their 1980 Statewide Plan. To do this, they will gather information from the three sectors by a comprehensive survey with queries keyed to these factors and others which may be identified.

Considerable institutional facilities data have been collected by the Education Department. The last Federal Higher Education General Information Survey (HEGIS) inventory of college and university physical facilities was completed in the fall of 1974. This survey provided data on the condition, ownership, and year of construction of space, total campus space by room use categories, design capacity and actual occupancy of institutionally owned or operated housing, and total campus space by room use and program classification categories.

As recently as fall 1977, the Education Department collected space inventory data from each institution which provided total space, owned space, and leased or rented space by the major HEGIS program classification categories, as well as design capacity and actual occupancy of student housing.

A new space inventory questionnaire is being planned by the Department for fall 1979 which will approximate the detail of data collected in 1974, but not duplicate a possible HEGIS form. In the fall of 1978, the U.S. Office for Civil Rights will collect from a small sample of institutions,space data with regard to access for the handicapped under Federal regulations to implement Section 504 of the Federal Rehabilitation Act of 1973. The Education Department also plans to gather information on the description, cost, and financing of space under construction or renovation, as well as the description of, estimated cost of, and proposed sources of financing planned construction. Facilities excerpts from institutions' 1980 master plans will provide further detail.

The foregoing data, in combination with enrollment data and projections, financial data, and library data will enable the Department to develop meaningful space-related statistics by institution, type, and sector. Comparisons with generally accepted space standards can be made. Special attention will be given to individual institutions, or groups of institutions, whose unique programs or missions substantially influence space needs.

As background for the planned research and analysis, a brief description of each sector's present general situation and plans for the future is presented here.

PRESENT FACILITIES AND FUTURE PLANS

It has been noted above that there are significant differences among institutions and among sectors in the quality and appropriateness of existing facilities. The State University of New York has seen 88 percent of its present physical plant constructed since 1945, with one-half of this construction occurring since 1962. Some 83 percent of State University's facilities are deemed to be in satisfactory condition. The community colleges under the SUNY program have had 80 percent of their facilities constructed since 1945, and 92 percent are considered in satisfactory condition.

The independent institutions of the State have had 60 percent of their facilities constructed or acquired since 1945, and 86 percent are in satisfactory condition.

The City University of New York stands in marked contrast with these two institutional sectors. Less than 50 percent of the facilities of the senior colleges of the City University have been built or acquired since 1945, and only about 50 percent of total facilities of the institution are deemed to be in satisfactory condition. Although 65 percent of the facilities of the City University community colleges have been built since 1945, less than 40 percent of their total facilities are satisfactory.

The Federal Higher Education General Information Survey defines "satisfactory condition," in relation to physical facilities, as space that is suitable for continued use with normal maintenance. Institutions have reported the amount of their physical space that is "satisfactory" in that it meets that definition, the amount that is in need of rehabilitation, and the amount to be razed. The proportions of physical facilities noted above as satisfactory for each sector represent aggregations of space reported by institutions as satisfactory and are not the result of inspections by the Education Department. Of course, the condition of space on any individual campus can vary widely from the averages noted here.

In terms of total quantities, the net assignable square feet of non-residential space (i.e., instructional and research, administrative and general institutional, and student support space) have, for some years, been considered adequate and satisfactory for the State University and its community colleges and for the independent sector. But for these same years, and by this same measure, the facilities of The City University of New York have been considered far from adequate and well below those available in the two other sectors for the numbers of students enrolled and the programs offered. In effect, the data and facts available indicate that construction needs in the State University and the independent sector are for such purposes as (1) rehabilitation, renovation, and conversion of some 10 to 15 percent of existing facilities to make them adequate and appropriate for present and planned purposes; (2) completion of construction already in progress on facilities needed for present programs and enrollments and planned enrollments for developing institutions; (3) to meet requirements for health, safety, and access, particularly to meet the needs of handicapped persons as mandated under Sections 503 and 504 of the Rehabilitation Act; and (4) special purpose needs, many of long-standing, such as those for additions to libraries, physical education, recreation, research, and new program areas.

The facilities needs of The City University of New York include all of these purposes but are dominated by the long-standing need to bring the quantity and quality of facilities up to the standards of the other sectors of the State's system, and those prevailing nationwide, for present and prospective student enrollment, including not only classrooms, laboratories, and libraries, but faculty offices, student services, utilities and maintenance equipment and space, and social-recreational facilities. The City University has lost about 30 percent of its enrollment over the past three years and, along with all other institutions, will be subject to enrollment declines through the 1980's. But the capital construction needs of the institution are dominantly for what has been needed in the past and what continues to be needed today and for the future.

The City University of New York

The Proposal of the Board of Higher Education for Facilities Needed Through 1990, adopted by the Board of Higher Education in May 1978, repeats much that has been said in recent years concerning the poor condition and the inadequacy of physical facilities of the City University. It takes cognizance of the present and prospective enrollments of the various institutions of the University but emphasizes that the facilities needs of the institution rest not upon prospective enrollments but on past and current needs.

While existing approved campus master plans had called for construction of an additional 5.15 million net square feet of facilities, plus extensive renovation of existing facilities, at a total cost of $1.5 billion (in 1978 dollars), the new proposal proposes construction, renovation, and acquisition of 2.8 million net square feet at a cost, in 1978 dollars, of $651 million. Thus, the cost of the proposed facilities represents a reduction of $819 million or 55 percent from that of the earlier master plans.

With the elimination of rented facilities and demolition or abandonment of unsalvagable and temporary structures, the net increase in University space would come to 1.5 million net assignable square feet, or 16 percent of present capacity. Aggregate facilities of 9.5 million net square feet are now in use; an additional 1 million feet are under construction and the planned facilities of 2.8 million feet produce a gross total of 13.3 million feet. Disposition and demolition would eliminate 2.3 million square feet, for a net total by 1990 of 11 million square feet. At the present time, the University rents 13 percent of its space at a cost of about $15 million per year. This annual expenditure would, of course, be eliminated.

The University describes the condition of its present facilities as 39 percent satisfactory, 33 percent fair but in need of rehabilitation, 24 percent poor and scheduled for major rehabilitation or demolition, and 4 percent in temporary buildings. Fifty-two percent of the total space is for direct instructional purposes, i.e., classrooms, lecture halls, laboratories, faculty offices. Support space accounts for 48 percent of the total and includes that allocated for administration, libraries, gymnasia, auditoria, data processing, food service, recreation, and maintenance of buildings and grounds. This distribution may be compared against that of the State University, in which 46 percent of the space is for instructional purposes and 54 percent for support purposes. About 80 percent of the planned capital expenditures would be for new construction, 20 percent for renovation and upgrading.

The new facilities proposal provides a detailed description of projected enrollments, including the methods developed and employed.

The Board makes two major assumptions with respect to future enrollments: (1) that there will be an increasing number of adults attending the University, related to the fact that the 20-39 year age group will be a rapidly growing one during the 1980's, and (2) that the percentage of persons deciding to enter CUNY directly from high school will remain stable over time with, perhaps, a slight increase. Given these major assumptions and a large number of minor ones, CUNY projects a total of 139,000 full-time equivalent students by 1990, a reduction of 9 percent from the level of 1977-78. This number also represents a reduction of 27 percent from the high of 1975-76. While the figure cited is considered "most likely," the Board also offers a "conservative" projection of 130,000 full-time equivalent students by 1990, down 15 percent from the level of 1977-78 and down 30 percent from the high of 1975.

The proposal provides an interim enrollment projection for 1982 of 151,000 full-time equivalent students, about 1.4 percent fewer than the 153,000 of 1977-78. The "conservative" enrollment projections are about 4.5 percent lower than the "most likely" projections for 1982 and 5.7 percent lower for 1990. In turn, this means that the net assignable square feet per full-time equivalent student in 1990 would be higher by similar percentages under the "conservative" projections than under the "most likely" projections.

Given the enrollment considered "most likely" by the Board of Higher Education, space available per student at the senior colleges would increase by 33 percent by 1990 over the amount available in 1977. Total net assignable square feet per full-time equivalent student now stands at 68.5 and would increase to 90.9, as opposed to a nominal statewide and national standard of 100 square feet for senior colleges. Excluding the health science centers, the State University has overall space of 136 NASF per FTE. Excluding both health science centers and seminaries, the independent sector has about 140 square feet per student. Hence, the CUNY proposal, if implemented, would still leave the University with space per student about 35 percent less than that available in the other two sectors, and 9 percent below the conventional standard of 100 (see Table 11).

Table 11. CITY UNIVERSITY OF NEW YORK
ENROLLMENT AND FACILITIES
PRESENT AND PLANNED

1977-1990

	Facilities NASF(000)[a]		FTE[b] Enrollment			NASF Per FTE	
				"Most Likely"			
	1977	1990	1977	1982	1990	1977	1990
Senior Colleges (8)	5,912	7,042	86,250	83,250	77,450	68.5	90.9
Community Colleges (8)	2,917	3,180	56,450	56,050	50,900	51.7	62.5
College of Staten Island	437	528	8,100	9,300	8,950	53.9	59.0
Graduate School	225	224	2,300	2,400	2,100	98.8	106.7
Total	9,491	10,974	153,100	151,000	139,400	62.0	78.7

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[a] NASF(000) - Net assignable square feet in thousands. "Net" is typically about 60% of Gross in academic facilities. CUNY's present and planned facilities exclude residential; hence, the facilities are almost totally for instruction and research and general student and staff support purposes.

[b] FTE - Full-time-equivalent student. "Most Likely" as opposed to lower, more conservative estimates.

Community college space would rise from 51.7 to 62.5 NASF/FTE, putting it on a par with space in the community colleges under the program of SUNY.

In addition to the construction and renovation of general instructional space, the University emphasizes a major need to be that of faculty offices. In the institutional support area, the Board indicates major needs for libraries, physical education, food services, and recreation.

The Board's proposal identifies the specific needs of the various institutions of the University and particularly the differences in need for general space versus so-called dedicated space, i.e., that which is specialized to programs in such fields as the sciences, the performing and creative arts, and so forth.

The construction program would proceed over the next 12 years and the proposal provides a timetable for construction at the various institutional units as well as assignments of priorities for the various projects. The $681 million program would result in a gradual increase in debt service, now shared equally by the City and State, from the present level of $48 million per year to $110 million per year by 1990. Assuming continuation of present tuition charges, this debt service would absorb virtually all tuition income, as does the present debt service of the State University. In comparison, the debt service of the State University is expected to rise to almost $300 million per year as and if its present construction plan is carried out.

It should be noted that CUNY's projections of "most likely" enrollments are about 6 percent higher than those estimated by the Regents in this Progress Report. Comparisons are difficult in that CUNY provides figures only for 1982 and 1990 while the Regents goals are for 1980 and 1984. Nonetheless, interpolation would indicate the difference derived above. The "conservative" projections of CUNY appear to be much closer to the Regents projections. In any case, the basic and dominant needs for facilities are not those dictated by future enrollments.

An evaluation of the facilities needs and plans of the City University should also take account of two other factors which are identified generally in the listing above or may be subsumed under one or more of them, but which are particularly pertinent to the institution and the City. First, the City University has traditionally enrolled more than 95 percent of its students from the five boroughs of New York City itself and its mission as a City university is expected to continue. Hence, its facilities and enrollment capacity must be examined carefully in the context of the total supply of higher educational programs in the City as a whole and related closely to the facilities and programs available in the independent institutions of the City. While large numbers of the residents of the City enroll in colleges throughout the nation, a sizeable core has always chosen and will continue to choose to enroll as commuters within the City itself. This present and prospective pool of students must be examined, and changes in student choices of institutions must be watched.

The second factor is that of the past and present attractiveness of the City University and its prospective attractiveness as the amount and condition of its facilities are improved. The numbers and composition of the student body may change as facilities are changed; in effect, facilities may become a determinant of enrollment rather than being determined by enrollment.

The Independent Sector

The information submitted by institutions of the independent sector as part of their 1978 progress reports indicates that a total of 74 institutions plan construction and renovation projects over the next seven years totaling 3.4 million net square feet, or an increase of 5 percent over facilities available in 1977, at an estimated total cost of $534 million. The plans of four of the State's major independent universities account for some 60 percent of the total value of the projects and those of five engineering and technical schools account for an additional 8 percent. One-half of the total outlay would go for new facilities and one-half for conversion and renovation of existing facilities. Little, if any, of the new construction appears to be attributable to expected increases in enrollment.

The independent institutions are aware of the prospective decline in the total student enrollment pool, just as they are equally aware of the number and capacity of public and independent institutions throughout the State and the competition for students which will, for many, become more intense during the 1980's. Unlike the State University, in which a major part of total facilities has been built in the past two decades, some 40 percent of the facilities of the independent institutions were constructed prior to 1945. In addition to general new construction and renovation, rehabilitation, and replacement of existing facilities, the institutions identify the following areas in which additions and improvements will be needed: health services, safety, meeting environmental standards, energy conservation, and responses to the mandates of Sections 503 and 504 of the Rehabilitation Act of 1973. These areas are in common with those identified by the public institutions of the State and others throughout the nation.

Eighteen of the institutions indicate construction plans for new library buildings or additions to existing ones. Facilities for student services, including gymnasia, auditoria, clinics, and student centers, are planned by 16 institutions. Of the more than 100 independent colleges and universities of the State, only 13 plan to construct facilities for instructional purposes. Of this number four are major universities, two are health science institutions, and four are college complexes of continuing strength and attractiveness. The remaining three are relatively small colleges. The project descriptions make no reference to meeting needs for enrollment expansion and the types of facilities suggest that this is not the determinant; rather they are for specialized, dedicated purposes or are replacements of and additions to existing facilities for current and anticipated stable levels of enrollment.

Only five colleges indicated plans for new residence halls, with two indicating that many of today's students, who once sought to live off campus, are now seeking college housing primarily because of the high cost of, and unavailability of, adequate housing off campus.

In addition to the fact that the independent sector construction plans are not based upon expectations of enrollment expansion, it is also important to recognize that construction in this sector imposes no burdens on State and City budgets nor upon taxpayers. The only public participation may be that of such agencies as the Dormitory Authority, which may be called upon for bond issues under the usual lease-purchase agreements, or Federal lending agencies. The information submitted does not identify sources of funding.

But even as the Regents recognize the absence of public burdens in independent sector construction, they are concerned with the long-term viability of institutions, their ability to meet long-term debt obligations, and their potential to make full use of facilities constructed. They are concerned also with the question of how additional or improved facilities in these institutions will complement those needed for existing and planned programs in both the independent sector and the public sectors. Again, the Regents will review these facilities proposals in the light of all factors identified above and in the context of the State's total higher educational capacity.

The State University of New York

The State University of New York has a Capital Plan, 1977-85, dated October 1977. The SUNY capital plan covers all facilities except residential. These facilities are dominantly financed by bond issues of the Housing Finance Agency. At the present time, the total HFA debt outstanding for SUNY is $1.9 billion. An additional $425 million of debt will be incurred over the next few years for facilities already under construction. SUNY plans additional construction and rehabilitation projects totaling $672 million by 1984-85, for a total HFA debt of $3.0 billion.

Of this total amount of $672 million, 61 percent or $411 million would finance construction and rehabilitation of facilities to meet the requirements of present enrollment levels. Facilities for purposes of health and safety and for administrative purposes would absorb another $56 million, or 9 percent, and $53 million or 7 percent are allocated for escalation of costs. Some $520 million, then, or 77 percent of the total outlays, would be for purposes similar to those which have been identified by both the City University and the independent institutions: upgrading and improving facilities, replacing those which have outlived their usefulness, in general to meet current and continuing needs.

The State University, however, is the only major sector which is continuing to plan facilities expansion for enrollment growth. New construction requiring an estimated $152 million, or 23 percent of the total planned, would be to serve 20,000 additional students by 1984-85, as noted in State University's Capital Plan.

The State University projects total full-time equivalent enrollments of 175,000-185,000 by 1984-85, with the maximum figure of this range reflecting the indicated increase of 20,000, or 12 percent over the enrollment achieved for 1977-78. This projected level, upon which the facilities plan is made, is about 34,000 or 23 percent above the figure of 151,000 FTE derived from the Regents goals for State University set in Chapter 2. The Regents projection of decreased enrollments for all higher educational sectors by 1984-85 includes a decrease of about 12,000 FTE for the State University.

Enrollments of SUNY institutions in the past three years have increased very little, primarily because of budget constraints imposed by both the Governor and the Legislature in the interest of reducing or holding down total State expenditures.

The University projects an increment of only 2,000 students for 1978-79 over the present year's level and that of 1976-77. The total FTE enrollments of SUNY for 1977-78 were about 5,000 less than the budgeted figure, indicating that forces are at work other than those imposed by budgetary restraints.

If the State University implements its capital plan and secures operating funds to meet the targeted enrollment of 185,000 by 1984-85, it would mean that SUNY would be increasing its enrollment by almost 20,000 students rather than decreasing it by 12,000. The enrollment growth projected by SUNY is concentrated in some 16 of its institutions -- the four university centers, the health science centers, the five developing colleges, and three agricultural and technical colleges. Presumably, little growth in enrollment is planned for the other institutions, most of which have completed their campus facilities plans and are operating at or near planned capacity levels.

Chapter 4

ACCESS TO HIGHER EDUCATION

Goal: Freedom of Access. The opportunity to pursue postsecondary education without discrimination on the grounds of age, race, creed, national origin, geographic location, or economic status, is central.

Goal: Freedom of Choice. A variety of postsecondary institutions will permit students to select institutions and programs that can meet their particular needs and abilities.

In the 1976 Statewide Plan, the Regents made seven recommendations designed to further these two goals. They also approved, or approved with condition, six recommendations by public and independent institutions designed to enhance freedom of access and of choice. In endorsing these recommendations, the Regents associated themselves with the principles and programs proposed without subscribing to any bias which may be expressed or apparent in them.

1976 Regents Recommendations

1. *That additional opportunities to be provided for residents of those counties where the postsecondary-going rate is less than 50 percent. This can be accomplished by contracts between the counties and nearby independent colleges or by services provided by nearby State University colleges and centers.*
2. *That higher education institutions continue their efforts to enroll women and minority students at all levels of academic study, especially graduate study.*
3. *That enrollment in State-funded opportunity programs be increased to 37,000 in 1980.*
4. *Public sector enrollment goals.*
5. *Independent sector enrollment goals.*
6. *As a long-term goal, and if funds become available, State finanical aid be extended to part-time students.*
7. *The elimination of barriers to equality of opportunity for doctoral studies for women and minority group members.*

1976 Sector Recommendations

By the State University of New York

1. *Senior campuses will control lower-division enrollment, and emphasize upper-division enrollment, in such manner as to assure full access to transfer stu-*

dents graduating from two-year colleges.

By The City University of New York

2. *The University will carefully review the effects of these shifts in policy and will provide the educational programs necessary to ensure that full opportunity of access to postsecondary education is not compromised. It will monitor implementation of the new standards so as to develop alternatives if appropriate. The educational components of SEEK and College Discovery will be evaluated for their contribution to their student's academic success.*

3. *The University will assist students to the extent feasible, including the continuation of the CAP program, to alleviate the economic effects of tuition. Additional ways of easing the burden of the increased cost of education will be sought.*

4. *The University will plan for its future in the context of enrollment levels different from those previously anticipated. It will also take into account the changing patterns of student attendance.*

5. *The University will evaluate and strenghten its programs for the development of basic skills in order to assure full and effective educational opportunity for the students whom it serves.*

By Individual Institutions

1. *The Regents should insure that transfer students from degree-program occupational schools are provided an equitable transcript evaluation by the college to which the student transers.*

The enrollment goals set in Chapter 2 are based on certain principles and assumptions, a number of which are related to access to postsecondary education for the people of New York State. One of the major ones was first expressed by the Regents in 1972 in their Position Paper No. 15 on minority access to postsecondary education. It stated that roughly equal proportions of all population groups in the State ought to be able to attend college if they desire to do so. Thus, the opportunity to attend college should not be restricted because of ethnic background, income level, geographic location, or any other demographic characteristic. This principle remains an important basis for the goals of the Regents. This does not mean that access to higher education ought to be unlimited, or that the Regents wish everyone to go to college. There will always be people who do not desire or need postsecondary education. The Regents are aware that fiscal constraints will preclude significant increases in access, perhaps requiring that increases in access in some areas may be offset by decreases in others.

Student choice, a goal closely related to student access, is concerned with providing a variety of postsecondary education opportunities from which each prospective student can choose and assuring that the student has adequate resources to implement choice. This does not mean that any student should be able to choose any option -- considerations of ability, achievement, and institutional missions rule this out. It does mean that to the extent possible each student should have at least one postsecondary education option suited to his or her interests and abilities. It would also be desirable for each student to have more than one legitimate postsecondary option available. The Regents believe that the diversity that currently exists in the postsecondary education system in the State, and the level and variety of student aid programs available to students, create conditions in which people do have legitimate options. The Regents will encourage the maintenance of these conditions in the future.

MEASURES OF ACCESS

Access generally is measured in terms of the participation patterns of the citizens of the State, specifically, the percentages of different population subgroups that attend different institutions and programs. A variety of statistics can be used to measure college participation. Two of the most important for measuring full-time undergraduate participation are the College Going Rate and the College Entrance Index. The College Going Rate (CGR) is the proportion of high school graduates in a given year who go on to college in the following year. Unfortunately, this proportion cannot be measured easily because it requires postsecondary enrollment information on all high school graduates. The Education Department does compile similar statistics based on intentions of high school seniors (Information Center on Education, 1978), but these statistics are only proxies for the actual CGR. When quantitative results are required, it is necessary to rely on more easily obtained statistics. The College Entrance Index, sometimes abbreviated CEI, is often used as a proxy for the College Going Rate. It is the ratio of the number of"First-time Full-time Students from New York State" to the number of "New York High School Graduates in the Previous Year." Despite some imprecision, this statistic is a good indicator of trends in college attendance and provides a sound basis for the analysis and projection of enrollments. Since this statistic does serve as a basis for projection of enrollment in New York State, it exludes New York residents who attend out-of-state postsecondary institutions.

College admissions statistics provide additional insights about access. The percentages of applications accepted by different types of institutions are indicators of institutional selectivity; and the percentages of those accepted who actually enroll (that is, the admissions "yield") are related to the drawing power of the institutions. Together, these statistics can be related to the ability of institutions, individually and collectively, to accomodate additional students.

HISTORICAL STATISTICS

The 1970's have seen some significant changes in college participation. The College Entrance Index statistics in Table 12 indicate that, on a statewide basis, college participation increased dramatically between 1963 and 1968 and then remained relatively stable to 1977. There was a slight decline in the index in the early 1970's, with a peak in 1975. The index fell by three percent in fall 1976, primarily because of a significant decline in the index for New York City (attributable largely to the fiscal situation in the City). However, small declines occurred in the indices for almost all regions of the State, suggesting other broader influences. Still, in 1977 the statewide index returned to near the 1975 peak level, primarily as a result of a strong recovery in the New York City and Mid-Hudson regions. Similar trends in enrollment rates have been observed nationally from 1955-75, although the New York State rates have been consistently higher than for the country as a whole.

Table 12. RECENT TRENDS IN COLLEGE PARTICIPATION IN NEW YORK STATE

(College Entrance Index)

Regents Region	1963	1967	1972	1973[a]	1974	1975	1976	1977
Western	NA	NA	.484	.443	.529	.534	.522	.517
Genesee Valley	NA	NA	.440	.404	.457	.498	461	.467
Central	NA	NA	.455	.457	.462	.540	.494	.478
Northern	NA	NA	.429	.415	.439	.457	.474	.395
Northeast	NA	NA	.472	.443	.494	.527	.518	.515
Mid-Hudson	NA	NA	.440	.433	.442	.549	.519	.549
New York City	NA	NA	.635	.681	.680	.701	.634	.696
Long Island	NA	NA	.484	.490	.535	.547	.515	.529
New York State Total	.332	.561	.530	.539[b]	.567	.571	.543	.564
Rest of U.S.	NA	NA	.517	.517	.525	.530	.530	NA

(a) 1973 historical data calculated from residence and migration data without adjusting to match basic enrollment data, consequently slightly low. Regional figures from 1976 Statewide Plan.

(b) The correct, adjusted value for 1973.

NOTE: These figures are based on in-state residents and enrollees.

Figures are full-time, first-time freshmen ÷ high school graduates.

NA means not available.

SOURCE: NYSED, Postsecondary Information Systems (6/78)

Table 13. INSTATE NEW YORK STATE COLLEGE ENTRANCE INDICES BY COUNTY

	1975	1976	1977		1975	1976	1977
Albany	.573	.556	.626	Niagara	.609	.562	.489
Allegany	.438	.397	.381	Oneida	.582	.597	.587
Broome	.515	.478	.479	Onondaga	.614	.530	.523
Cattaraugus	.373	.348	.339	Ontario	.482	.426	.481
Cayuga	.512	.552	.513	Orange	.478	.443	.444
Chautauqua	.440	.437	.408	Orleans	.382	.344	.383
Chemung	.507	.399	.512	Oswego	.403	.355	.311
Chenango	.353	.410	.414	Otsego	.495	.448	.446
Clinton	.425	.375	.497	Putnam	.599	.493	.552
Columbia	.493	.453	.535	Rensselaer	.546	.485	.498
Cortland	.499	.450	.467	Rockland	.616	.620	.682
Delaware	.428	.397	.521	St. Lawrence	.448	.444	.414
Dutchess	.516	.472	.474	Saratoga	.461	.429	.424
Erie	.554	.559	.563	Schenectady	.581	.600	.543
Essex	.569	.598	.497	Schoharie	.370	.375	.334
Franklin	.366	.507	.343	Schuyler	.526	.390	.500
Fulton	.509	.475	.423	Seneca	.421	.376	.452
Genesee	.560	.498	.431	Steuben	.500	.519	.471
Greene	.417	.470	.510	Suffolk	.473	.444	.483
Hamilton	.692	.633	.655	Sullivan	.622	.574	.529
Herkimer	.542	.504	.513	Tioga	.466	.442	.466
Jefferson	.460	.444	.414	Tompkins	.587	.544	.463
Lewis	.348	.347	.349	Ulster	.540	.478	.496
Livingston	.466	.466	.429	Warren	.395	.400	.357
Madison	.460	.432	.485	Washington	.378	.336	.311
Monroe	.517	.488	.486	Wayne	.369	.361	.350
Montgomery	.534	.520	.513	Westchester	.523	.512	.562
Nassau	.600	.570	.568	Wyoming	.529	.446	.455
				Yates	.487	.470	.473
Manhattan	.571	.547	.591				
Bronx	.731	.689	.743				
Kings	.741	.697	.776				
Queens	.691	.602	.693				
Richmond	.584	.470	.497				

NOTE: Residents attending out-of-state institutions are not included. The out-of-state rate has typically been about 13 percent statewide.

SOURCE: NYSED: Postsecondary Information Systems.

County-by-county statistics are provided in Table 13. This shows clearly the significant variations in college participation within the State, with generally higher CEI's for downstate and urban counties and generally lower CEI's for upstate and rural counties. Several elements contribute to the very high CEI for New York City. Probably most significant is the low graduation rate from high schools in the City. Other factors include the demands for employees with advanced training by business and industry in the City, the influence of City University's Open Admission policy, and the diversity of institutions and programs available.

Participation by women and members of minority groups in higher education continues to be an area of concern both in New York State and for the nation as a whole. Table 14 shows that in New York State full-time undergraduate college participation by women exceeded that for men for the first time in 1977. This was a result of a combination of increasing participation by women and decreasing participation by men.

Participation by blacks and members of other minority groups has also improved significantly. In New York State in 1970 blacks in the overall 18-24 age group were 14.6 percent of the total population. Census data for years after 1970 will not be available until 1980, but it is estimated that blacks are now at least 20 percent of the total population in the State. In contrast, 8 percent of the total first-time college enrollment was black in New York State in 1970. By fall 1974 the percentage of blacks had increased to 15.8 percent of the total first-time enrollment. The latest available data, for fall 1976, indicate that minority enrollment is now 18.1 percent of total first-time enrollment. This is a significant improvement.

The gains made in enrollment of women and members of minority groups at the undergraduate level shows real progress toward the Regents 1976 recommendation #2, that institutions continue their efforts to enroll women and minority students at all levels.

Table 14 COLLEGE ENTRANCE INDICES
FOR MEN AND WOMEN IN NEW YORK STATE

YEAR	MEN	WOMEN
1972	58.7%	47.7%
1973	60.8%	50.1%
1974	64.2%	52.7%
1975	61.2%	53.6%
1976	56.9%	53.3%
1977	55.3%	58.0%

Source: NYSED, Postsecondary Information Systems (6/78)

A roughly proportional distribution of the racial minorities at all levels -- a Regents goal -- is still a long way from achievement, however. Table 15 shows the

Table 15

NEW YORK STATE

DISTRIBUTION OF DEGREES AWARDED TO BLACK & HISPANIC STUDENTS

By Degree Level, By Sector

1976-77

DEGREE LEVEL/ Sector	Black[a]		Hispanic[b]		Total Black and Hispanic	
	Number	Percent[c]	Number	Percent[c]	Number	Percent[c]
ASSOCIATE						
TOTAL	4,081	8.3	2,012	4.1	6,093	12.4
City University	2,852	30.7	1,551	16.7	4,403	47.3
State University	901	3.0	345	1.1	1,246	4.1
Independent	328	6.3	116	2.2	444	8.5
BACCALAUREATE						
TOTAL	5,786	6.7	2,733	3.1	8,519	9.8
City University	2,789	17.2	1,492	9.2	4,281	26.4
State University	699	2.9	255	1.1	954	4.0
Independent	2,298	5.8	986	2.5	3,284	8.3
MASTER'S						
TOTAL	1,884	5.0	1,178	3.1	3,062	8.1
City University	513	10.2	312	6.2	825	16.4
State University	176	2.9	102	1.7	278	4.6
Independent	1,195	5.4	764	3.4	1,959	8.8
FIRST PROFESSIONAL						
TOTAL	162	3.0	94	1.7	256	4.7
City University	—	—	—	—	—	—
State University	45	5.3	11	1.3	56	6.6
Independent	157	3.5	83	1.9	240	5.4
DOCTORAL						
TOTAL	104	2.9	64	1.8	168	4.8
City University	25	10.1	15	6.1	40	16.2
State University	10	1.6	8	1.3	18	2.9
Independent	69	3.1	41	1.8	110	4.9

[a] Not Hispanic origin.

[b] Includes Mexican, Central American, South American, Cuban, Puerto Rican, Latin, American, or other Spanish-speaking origin.

[c] Percent of students in that sector or receiving that degree.

SOURCE: Information Center on Education, NYS Education Department. Degrees awarded by proprietary institutions and Regents External Degrees are not listed in this table.

percentage of all degrees earned in 1976-77, by level, in each sector that were earned by members of two major minority groups. By the way of comparison, while the percentage of black and Hispanic graduates was 12.4 percent at the Associate degree level in 1977-78, 27.9 percent of the pre-kindergarten to grade 12 public school enrollment in the State was composed of black and Hispanic pupils in 1975-76, two years earlier. In all sectors, the percentage of minority graduates drops off as the level increases to the baccalaureate level and above.

FACTORS THAT INFLUENCE COLLEGE PARTICIPATION

Among the factors that influence college participation are two that are especially important since they can be influenced by State or institutional intervention: tuition levels and student aid programs. Together these two factors determine a major portion of the cost of college attendance. Other important factors are the labor market and the kinds of information available to prospective students about postsecondary education opportunities. These factors are discussed in turn below.

Tuition Levels

Tuition and required fees constitute one of the largest elements of the cost of attending college. Equally important, the relative size of this cost factor at different institutions can have a significant impact on the institutions that students choose to attend. In New York State this was recognized explicitly in 1961 with the establishment of the Scholar Incentive program, now the Tuition Assistance Program, which was designed to reduce the financial burden of college attendance for low-income students. It also had as a secondary objective to serve as a buffer for independent institutions which had much higher tuition charges than the emerging State University system. In recent years the tuition charges of all four degree-granting sectors have increased significantly, as shown in Table 16. These increases reflect the increases in costs of operation of colleges and universities which, because of the labor intensity of higher education, have increased slightly faster than the average for all goods and services.

Because access to independent institutions is dependent, in part, upon the financial resources available to students to help meet the cost of tuition, it is important to see the trends in tuition charges that are expected for the future (Table 17). For full-time undergraduates the average independent sector tuition in 1990-91 is projected to increase by almost $2,900, or over 100 percent from its 1977 level. When weighted by enrollments, the tuition most full-time undegraduates at independent colleges will pay is projected to increase by almost $3,700, or almost 120 percent, from its 1977 level. Tuition for full-time graduate students is projected to increase by over $3,000, or more than 110 percent over 1977-78. The weighted average tuiton is projected to increase by almost $4,500, or over 130 percent. Tuition for first-professional degree programs is projected to increase by over $5,000, or almost 120 percent. The weighted average tuition is projected to increase by almost $5,700, or almost 130 percent.

Student Aid

Without student aid, increases in costs of attendance would have led to significant reduction in access to higher education. Fortunately, both the Federal

Table 16. HISTORICAL TRENDS IN ANNUAL UNDERGRADUATE TUITION AND REQUIRED FEES FOR INSTITUTIONAL SECTORS IN NYS: 1970-71, 1974-75 to 1977-78

(Unweighted averages)

SECTOR	1970-71	1974-75	1975-76	1976-77	1977-78[b]
State University of NY[a]	453	726	749	809	741
City University of[a]	93	-	-	858	844
Independent	1,754	2,290	2,466	2,603	2,753
Proprietary	-	1,716	1,829	1,907	2,116
Statewide	1,177	1,727	1,850	1,880	2,013

[a] Data are for charges to resident students

[b] 1977-78 data are incomplete. The apparent decline is due to the fact that several of the larger campuses of the State University and the City University which have higher fees had not reported their data when the table was prepared.

SOURCE: NYSED: Postsecondary Information Systems (7/78)

Table 17. AVERAGE FULL-TIME TUITION CHARGES

Independent Institutions

Year	Undergraduate		Graduate		First Professional	
	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
Actual						
1977-78	$2,638	$3,131	$2,752	$3,401	$4,325	$4,444
Projected						
1980-81	$3,120	$3,740	$3,270	$4,170	$5,280	$5,350
1982-83	3,460	4,200	3,620	4,780	5,890	6,010
1984-85	3,800	4,700	4,000	5,400	6,500	6.700
1986-87	4,300	5,300	4,500	6,100	7,400	7,600
1988-89	4,900	6,000	5,500	6,900	8,400	8,600
1990-91	5,500	6,800	5,800	7,900	9,500	10,100

NOTES: (1) Averages are weighted to reflect enrollments projected for 1980 and for 1984 by independent institutions in their progress reports.

(2) Estimates for 1980-81 and for 1984-85 are based on tuition and enrollment projections made by independent institutions in their progress reports. Estimates for other years are made by the Education Department.

SOURCE: NYSED: Bureau of Postsecondary Planning (8/78).

government and the State of New York have had the foresight to implement programs which provide financial support to offset partially the increases in cost. These programs fall into three categories: income-based programs to provide support for low and middle income students, socially-based programs to encourage college attendance by population subgroups historically under-represented at college, and achievement-based programs to assist particularly capable young people to finance their college education. There are also subsidized loan programs, both the income-based National Direct Student Loan program (NDSL) and the more nearly discretionary Guaranteed Student Loan Program (GSLP) administered by the New York Higher Education Services Corporation.

Of the State income-based programs, the New York State Tuition Assistance Program (TAP) is the most significant. Under this program up to $1,800 per year is provided to students on a sliding scale depending on family income and tuition charges. Estimates for 1977-78 show that over 350,000 students received TAP awards with an average grant of $587. The figures for recent years shown in Table 18 indicate a significant growth. Much of the increase in expenditures is attributable to the phasing in of the program, which is now fully operational. In addition to defraying the cost of tuition for many students, this program has made the tuition differential that exists between public and independent institutions smaller than it otherwise would have been. (See Table 20).

A number of socially based programs are also in place in New York State. The largest of these are the Higher Education Opportunity Program (HEOP) for independent institutions, the Educational Opportunity Program (EOP) at the State University, and the College Discovery (CD) and Search for Equality and Elevation through Knowledge (SEEK) programs at the City University. Although the funding for these programs is a fraction of that for TAP, they serve a critical role in encouraging participation in higher education for economically and educationally disadvantaged students and the upward mobility that results.

Opportunity programs continue to represent a major access channel for ethnic minorities into higher education. Despite many economic and social gains over the past decade for black and Hispanic groups (whose children made up 28.2 percent of all public school students in the State in 1977-78), there remains a close correspondence between economic or educational disadvantage and ethnic minority status. Without the combined academic and finanical support provided by these programs, most of the less talented and fortunate minority high school graduates in the State would be unable to enter our institutions, or once admitted, would be unable to persist to graduation.

Table 21 demonstrates the preponderance of minorities in each of the programs. To give one example, extrapolating from SUNY reported data, approximately 466 of State University's 699 black and Hispanic bachelor's degree recipients, or two out of three, were from EOP in 1976-77. Thus the programs are vital in assuring both access for all New York residents and heterogeneity of student bodies at campuses.

However, although the proportion of young persons from disadvantaged groups is growing in New York, the size of the opportunity programs has remained essentially static the last several years. Statistics for both program enrollments and expenditures are provided in Table 22. It is important to remember that many of the activities supported by these programs go to provide academic support services, such as tutoring, counseling, and special coursework, in addition to

Table 18

Recipients and Awards Under The Tuition Assistance Program in New York State 1974-75 to 1977-78

Sector and Level	1974-75			1975-76			1976-77			1977-78		
	Number	Amount[1]	Average Award	Number	Amount[1]	Average Award	Number	Amount[1]	Average Award	Number	Amount[1]	Average Award
Undergraduate	213,367	$72.1	$338	241,259	$102.3	$424	345,140	$176.4	$514	335,290	$201.5	$601
City University	1,454	.4	260	1,400	.5	358	106,800	47.6	446	97,800	48.7	500
State University	128,396	34.9	272	140,134	40.6	289	132,600	47.8	363	129,060	49.6	384
State Operated	85,105	22.9	269	88,697	25.4	286	82,100	31.8	387	80,525	33.0	410
Comm. Colleges	43,291	12.1	279	51,437	15.1	295	49,500	16.0	323	48,535	16.6	342
Independent Coll.	76,427	33.5	438	87,074	53.4	602	89,750	67.3	750	89,936	85.4	950
Other Schools	7,090	3.3	466	12,651	8.8	698	15,990	13.7	856	18,900	17.8	940
Graduate	22,253	6.7	302	23,759	8.1	941	22,960	8.0	350	20,070	6.9	346
City University	1,859	.5	282	2,330	.7	297	2,160	.7	336	1,690	.5	278
State University	7,688	2.5	328	8,174	3.0	369	7,700	2.9	375	6,830	2.5	370
Independent Coll.	12,676	3.7	290	13,255	4.4	332	13,100	4.4	338	11,550	3.9	340

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[1] Amounts for all years are in millions of dollars

SOURCE: Data reported from New York State Higher Education Services Corporation, 1978-79 Budget Request. Data for 1976-77 and 1977-78 are estimates.

NYSED: Bureau of Postsecondary Planning/Sept 78.

Table 19

Family Income Distribution
For Tuition Assistance Program Recipients
Fall 1977

	Undergraduate						Graduate			
Net Taxable Income	CUNY Per cent		SUNY Percent		Independent Percent	Total Percent	CUNY Percent	SUNY Percent	Independent Percent	Total Percent
	Sr Col	CC's	St Op	CC 's						
$ 0-2,000	46.0	52.2	28.1	32.8	30.7	37.7	46.7	44.1	36.3	38.1
2,001-3,000	4.7	4.8	4.0	4.5	4.3	4.4	7.6	5.4	6.6	6.4
3,001-4,000	4.9	4.9	4.3	4.8	4.4	4.6	7.6	4.9	6.1	5.9
4,001-5,000	4.9	5.3	5.0	5.0	4.5	4.9	6.7	4.7	6.1	5.7
5,001-6,000	5.1	5.0	5.8	5.3	4.5	5.0	5.6	4.5	5.2	5.0
6,001-7,000	5.0	4.9	6.2	5.5	4.6	5.2	3.6	3.5	4.6	4.2
7,001-8,000	4.7	4.2	5.9	5.3	4.5	4.8	3.2	3.8	4.6	4.2
8,001-9,000	4.2	3.5	5.6	4.8	4.6	4.5	2.3	3.6	4.2	3.8
9,001-10,000	3.3	2.7	4.1	3.8	4.5	3.8	2.6	3.9	3.8	3.7
10,001-12,000	5.1	4.1	6.2	6.4	8.5	6.3	4.5	5.7	6.6	6.1
12,001-14,000	3.9	3.1	6.6	6.2	8.3	5.8	3.3	5.4	5.2	5.0
14,001-17,000	5.0	3.1	9.6	8.6	9.9	7.5	4.1	5.6	6.3	5.8
17,001-20,000	3.2	2.1	8.6	6.7	6.4	5.4	2.1	4.5	4.6	4.1

SOURCE OF RAW DATA: Higher Education Services Corporation, May 1978.

NYSED: Bureau of Postsecondary Planning/Sept 78.

Table 20

NET COST OF COLLEGE ATTENDNACE
By Income Level and Sector

1975-76

Gross Income	$5,000	$10,000	$15,000	$20,000	$25,000
Net Costs					
Independent	$2,003	$2,300	$2,884	$3,424	$3,613
State University	1,568	1,723	2,404	2,643	2,709
Community Colleges	862	1,726	1,796	1,876	NA[1]
Independent-Public College Differential					
Independent - SUNY	$ 435	$ 577	$ 480	$ 781	$ 904
Independent - C.C.	1,141	574	1,088	1,548	NA[1]

[1] Not Applicable - sample size too small.

NOTE: Most recent data available in 1975-76. City University is not included in the table since they did not have tuition in 1975-76.
NYSED: Report to the Board of Regents on State Student Financial Aid Programs/November 1976.

Table 21

Percent Distribution of Opportunity Program Students According to Ethnicity, 1975-76

	Black	Native American	Oriental	Spanish Surnamed	Sub Total	White	Other	Total
SEEK	55.4	0	3.4	31.3	90.1	5.4	4.5	100
HEOP	59.4	1.6	1.6	19.4	82.0	16.8	1.2	100
EOP								
STATE OPERATED	55.7	1.4	1.6	11.5	70.2	27.7	2.1	100
COMMUNITY	54.0	.9	.3	7.1	62.3	37.6	.1	100
COLLEGE DISCOVERY	44.6	.1	1.7	40.4	86.8	11.9	1.3	100
MEAN for State	54.5	.8	2.0	22.4	79.7	18.0	2.3	100

Source: NYSED, Bureau of Higher Education Opportunity Programs, New York State Programs of Postsecondary Opportunity, 1975-76.

Table 22

STATE-FUNDED POSTSECONDARY OPPORTUNITY PROGRAMS
ENROLLMENT AND EXPENDITURES
1973-74 to 1976-77

Year	OPPORTUNITY PROGRAM							
	HEOP (Independent)[1]		EOP (SUNY)[3]		College Discovery (CUNY)[2]		SEEK (CUNY)[2]	
	# Students	$ Expenditures	# Students	$ Expenditures	# Students	$ Expenditures	# Students	$ Expenditures
1973-74	5,137	7,163,572	9,634	13,393,871	4,180	2,000,000	9,350	11,180,000
1974-75	5,255	7,396,124	10,956	12,665,262	4,633	1,700,000	10,953	13,043,000
1975-76	5,208	7,306,311	10,978	11,165,437	4,685	1,470,000	10,857	11,729,000
1976-77	5,248	7,420,889	12,031	7,871,037	4,051	758,400	10,017	8,357,000

1. Source : Bureau of Higher Education Opportunity Program

2. Source : City University Central Administration

3. Source : State University Central Administration

supplemental financial aid.

Although the Regents believe that the income based and socially based aid programs are the most important, they believe strongly that encouragement at all levels should be provided also for our best qualified young people to further their education. This not only serves to enrich their lives, but also enhances the quality of student bodies of colleges and ultimately the State. The Regents College Scholarship program is the primary achievement-based public student aid program in New York State. In recent years, Regents Scholarships of $250 have been awarded to approximately 65,000 students annually, as shown in Table 23. The Regents are pleased to note that many institutions in the State reserve portions of their own discretionary student aid to attract talented students through achievement-based grants.

Table 23
NEW YORK STATE
REGENTS SCHOLARSHIP AWARDS
IN RECENT YEARS

Year	Recipients	(Millions)	Total Amount Average Award
1974-75	64,490	$24.4	$378
1975-76	66,723	$21.9	$323
1976-77	65,302	$21.1	$322

Source: Board of Regents, 1976.

When the Tuition Assistance Program was established in 1974, the maximum undergraduate award of $1,500 was sufficient to cover almost 75 percent of the average tuition charged by independent institutions. The $600 maximum TAP award for graduate study met about 22 percent of the average graduate tuition charge at independent institutions. Effective in the fall of 1977, the maximum undergraduate award was increased to $1,800 to be phased in over four years. This new maximum covers almost 70 percent of the average tuition charged by independent institutions, or almost 60 percent of the weighted average tuition. If the proportion of weighted undergraduate tuition covered by a maximum TAP award is to remain in the range of 55 to 60 percent, and the proportion of weighted average graduate tuition covered is to remain the range to 15 to 20 percent, the maximum undergraduate TAP award will need to be $3,800 in 1990-1991, and the maximum graduate TAP award will need to be $1,300 in that same year.

The Labor Market

The labor market may have a significant influence on participation in higher education. The impact, however, may not always follow one's first intuitions. The usual pattern is for good job prospects for graduates of programs to lead to increases in participation in related fields of study. On the other hand, there have been situations in the past where poor job market prospects have caused an increase in college participation by individuals wishing to make better use of their time in periods of unemployment.

Whether these situations actually influence access is debatable. Access probably remains unaffected as long as institutions are able to continue providing opportunities for students to attend college. This suggests that flexibility on the part of institutions will be required if the State's present level of access is to be maintained in the face of major shifts in the labor market.

Information on Postsecondary Education

Another factor that can have a significant impact on access and participation is information provided to prospective students. The Regents have a long standing commitment to providing accurate information to students as indicated by a variety of program and actions:

- The Volunteer Advisor Network, housed in the offices of the Regents External Degree Program, provides information and advice concerning postsecondary education to over 12,000 New Yorkers each year. Most of the 150 advisors are faculty and staff of colleges and universities, but some work at BOCES, hospitals, and public libraries.
- The Higher Education Library Advisor Service provides information primarily to adults through four participating public libraries.
- A new Part 53 of the Regulations of the Commissioner of Education was promulgated to require certain basic information to be included in college catalogs.

The Regents are pleased to note parallel activities by the institutions. The State University distributes a variety of publications, such as its Profiles and Application Guidebook, and provides guidance and assistance to potential students throughts its Office of Access Services. The independent institutions, through the Admission Referral and Information Center, provide information and counseling to prospective students. Although the Center is located in New York City it is extending its activities to other regions in the State as well. The City University has long maintained close ties with high schools in the City, providing information and guidance to prospective students. These services have been reduced recently due to fiscal constraints, but the Regents hope that they will be returned to reasonable levels in the future.

Regents External Degree/College Proficiency Examinations Programs

No discussion of access to higher education in New York State would be complete without a discussion of the Regents External Degree and the College Proficiency Examination programs. During the past two years these programs have continued to expand educational opportunities for New Yorkers and others in significant ways. Both programs are used primarily by adults attempting to obtain recognition for what they have learned in nontraditional ways, such as independent

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study, travel, or on-the-job training.

During the past two year period 11,000 people enrolled in Regents External Degrees, bringing the total number of enrollees since the program's inception in 1971 to 27,000. Eight two- and four-year degrees are now offered in the liberal arts, business, and nursing. The program is fully accredited by the Middle States Association of Colleges and Schools and the associate degrees in nursing are accredited by the National League for Nursing. Studies show a significant percentage of baccalaureate recipients go on to graduate school.

In the last two years 35,000 College Proficiency and Regents External Degree examinations were administered. Some 65 examinations are now offered, in the arts and sciences, nursing, business, and education. Most people take the tests for course credit or advanced placement at conventional colleges and universities. Almost all colleges in New York State, including the Regents External Degree program, recognize the examinations for such purposes. Under an agreement with the American College Testing Program the tests are available across the country and to the U.S. military around the world.

HIGH SCHOOL/COLLEGE ARTICULATION

In a Position Paper issued in 1974 (#21) the Regents pointed out that, in view of the high proportion of high school graduates then going on to postsecondary institutions (about 65 percent) and the rapid development of continuing education in postsecondary institutions for adults with diverse educational backgrounds, the time had come to re-examine the articulation of high school and college curricula, which historically had developed in isolation from one another. The next year the Education Department published an inventory of articulation practices in New York State. In the 1976 Statewide Plan the Regents reiterated their interest in articulation efforts, especially to reduce the overlap in curricula between high schools and colleges, to provide more opportunities for advanced work for able high school seniors, and to promote cooperation between the two levels of educational institutions in the remediation of learning deficiencies of college-age and adult students.

The practices aimed at reducing curricular overlap and facilitating advanced work by high school seniors now seem well established in the postsecondary institutions of New York: these are the early admission and matriculation of qualified students, normally after their junior year in high school ("Type B Early Admissions Program"), and the award of advanced placement or credit for college-level learning achieved in high school or elsewhere and evaluated by a published examination or other means. In addition, several postsecondary institutions have made special arrangements to offer or supervise college-level courses to seniors in local high schools.

Under a Type B early admissions program a qualified high school student,usually at the end of the junior year, will matriculate in a collegiate degree program before earning the high school diploma. Normally, through an arrangement between the high school and college, the student will be awarded the high school diploma after successfully completing the first year in college. This option is now widely available among public and independent postsecondary institutions in New York State, although only a small number of selected students participate. In 1977 early admissions programs were available at 29 of 62 State University units which admit students directly from high school, and 8 more planned to introduce an early admissions program in the future. In 1977, 151 students took advantage of the early admissions programs at the four-year institutions of the State University and 369 at the two-year institutions. Early admissions students at both types of institutions represented about three-quarters of one percent of full-time first-time students. The number and proportion of early admissions at the State University have declined somewhat since 1975, when they represented one percent of all full-time first-time students.

Among the independent colleges, the Commission on Independent Colleges and Universities reported that 56 of 88 institutions offer early admissions programs. In 1977 these institutions admitted 1,224 students in these programs, or two and one-half percent of full-time first-time students at all independent institutions in the State. The number and proportion of early admissions students in the independent institutions have been stable over the past three years.

Among both independent and State University colleges, although a large number of institutions offer the early admissions option, the bulk of the students admitted early each year matriculate at a small number of institutions where the program is particularly well publicized and promoted. Among State University campuses and SUNY community colleges, State University College at Fredonia, Rockland Community College, and Sullivan County Community College each accounted for nearly 100 early admissions in 1977 and ten other units accounted for 10-50 each, while the sixteen remaining units with early admissions program accounted for fewer than 10 each, including five that had no early admissions in 1977. Forty percent of early admissions reported at independent institutions in 1977 were at two universities, New York University (177) and Long Island University (333, of which 261 were at the Brooklyn Center, which expanded its early admissions from only 21 in 1976).

Syracuse University, which has been a leader in high school/college articulation in several ways, has not enrolled many students in its early admissions program because of the problem this program creates for secondary schools. Syracuse explains this problem in its progress report:

> Public secondary schools are funded on a per capita student basis. They do not take kindly to colleges who take their students from them in a manner they judge to be premature. Independent secondary schools fear the loss of tuition revenue in much the same manner. If the Regents wish seriously to encourage early admission in order to improve articulation in individual cases, a formula should be worked out that would secure the cooperation of publicly supported secondary schools by allaying their fear of loss of revenue.

By the same reasoning, postsecondary institutions faced with declining enrollments might in the future be less willing to award college credit for advanced work completed in high schools, since this might reduce their enrollments and tuition income.

At the present time almost all undergraduate postsecondary institutions, public and independent, two-year and four-year, do award credit or advanced placement for previous learning evaluated by published examination or other means. The most widely used examinations are those of the Advanced Placement and College Level Examination programs of the College Entrance Examination

Board, the State's College Proficiency Examination Program, and, less widely used but still accepted by three-quarters of the institutions, the Regents External Degree Program. In July 1976, the State University of New York announced a new University-wide policy on the award of credit by evaluation. Under this policy students may apply toward their degree requirements at least 30 credit hours earned either by satisfactory performance on published examinations (those of the College-Level Examination Program, the College Proficiency Examination Program, or the Advanced Placement program) or by other methods of evaluation determined by faculty or outside consultants. Each unit of the State University must designate a person or office to coordinate credit-by-evaluation activities and must publicize this option in its catalog.

In addition to the early admissions and credit by evaluation programs, both of which are now widespread, a small number of high schools and colleges have experimented with offering courses for college credit to advanced students in the high schools. The idea of this approach is to make the senior year in high school more exciting for the students and to provide a "bridge" between the two levels, at the same time reducing duplication and accelerating progress. Probably the oldest program of this sort in the State is Syracuse University's "Project Advance," in which high school seniors earn credit toward a degree at Syracuse (or elsewhere, by transfer) in courses taught by high school teachers who are trained and supervised by Syracuse University faculty and administrators. With approximately 3,500 students from 66 secondary schools in 4 states currently enrolled, "Project Advance" can hardly be called experimental any longer. St. John's University has entered articulation agreements with 18 high schools by which the university recognizes for college credit designated advanced courses for high school seniors taught by specified faculty members. St. John's also has arrangement with Stella Maris High School in Rockaway by which St. John's faculty members offer the complete freshmen liberal arts program to academically superior seniors in the high school; at the end of the year students obtain both the high school diploma and credit for the freshmen year of college. Clarkson College of Technology, after two years of experimentation with carefully selected high school seniors enrolled in regular college courses, plans now to establish the Clarkson School. Under this "bridging year" arrangement, 25 or 30 high school seniors will be able to complete up to 30 semester hours of college credit in a slightly more structured situation than is typical for freshmen. These three examples suggest that in the long run such programs of college courses for qualified high school students will become permanent features in a small number of institutions and will remain highly individualistic in structure.

REGENTS RECOMMENDATIONS REGARDING ACCESS

The Regents are generally pleased with the progress that has been made in recent years in providing access to higher education in the State. There is room for improvement, however, and the Regents made several recommendations in 1976 designed to promote access.

1. Opportunities should be provided for at least 50 percent of the high school graduates in each county in the State to attend college.

The Regents reaffirm their commitment to this recommendation at this time. In 1977 there were 39 counties with college entrance indices less than 50 percent, principally small, rural counties. If all were brought to the 50 percent level, the statewide college entrance index would increase from 0.543 to 0.554, which would result in just over 2,600 new first-time freshmen. As these new freshmen progressed through their programs, the total impact would be approximately 10,000 undergraduates per year statewide. If fully implemented, this would require roughly $30 million in expenditures (figured at $3,000 per student) per year, from all sources (tuition, institutional resources, private gifts and grants, and State, Federal, and local appropriations). Considering that total current fund expenditures by all postsecondary institutions for 1978-79 are projected to be more than $4½ billion, this would be an increase of less than one percent. The share of this $30 million to be borne by the State would depend on what types of institutions are attended and what types of aid (e.g. TAP) are provided.

The variation in college going rates across counties is not well understood. It may be related to the preparation of students, the image of higher education among high school students, the geographic location of programs or the type of programs being offered in nearby institutions. Study of this situation must be undertaken and, based on the findings, appropriate actions taken to ensure that opportunties to attend are available to everyone. As part of this effort, it may be appropriate to look at the college participation patterns of the graduates of individual high schools rather than counties. The county averages may mask significant problems that ought to be addressed.

The intent of the Regents is not to require students to enroll in college in order to accomplish this objective. They do wish to affirm their commitment to encourage greater participation where it is now low, and to work to ensure that necessary fiscal support will be available if the participation does increase as desired.

2. Enrollment in State-funded opportunity programs should be increased to 37,000 in 1980.

In 1975-76, 34,000 students were authorized for SEEK, College Discovery, EOP, and HEOP. The growth to 37,000 by 1980 would have been accomplished at a rate of only 1,000 additional students per year. Since 1975-76, however, budgeted enrollments in opportunity programs have declined, to 32,700 in 1976-77 and to 32,060 in 1977-78.

In 1975, the Educational Testing Service estimated for the Education Department that at that time 40,000 graduating high school seniors in New York State met the educational and economic criteria for opportunity program eligibility. The opportunity programs serve some 13,000 freshmen in all sectors. Assuming a conservative 50 percent college-going rate for the remaining graduating high school seniors who met eligibility criteria, there are 13,000 new high school graduates eligible for, but unserved by, opportunity programs. Because of the need to control expenditures, and to avoid large "bulges" in the freshmen classes of opportunity program, the proposed growth rate was held to an additional 1,000 new students each year.

The State's commitment to access suggests that opportunity programs (which provide more than merely student aid) shold be expanded to more adequately provide access for the eligible population. Use of the funds provided for opportunity programs in both the public and independent sectors must continue to be monitored to assure that they are properly expended in support of the assistance needed by educationally and economically disadvantaged students.

3. As a long-term goal, and if funds become available, State financial aid should be extended to part-time students.

This recommendation was put forward in both the 1972 and 1976 Statewide Plans. If implemented, it would open access to people who, because of jobs, family situations, and other responsibilities and burdens, are unable to pursue postsecondary study on a full-time basis. The recent experience in New York City with the elimination at City University's senior colleges of the CAP program suggests that there are significant numbers of individuals who could participate only with such support. The benefit would be increased access to postsecondary education for such persons, leading to greater occupational competence, mobility, civic awareness, technological literacy, and personal independence. One proposal, passed by the Senate in 1978 (S.8295-A), is estimated to cost $12 million in its first year, and $40 million when fully phased in, beginning in its third year. It would serve some 35,000 part-time students in the first year, 60,000 in the second, and 100,000 in the third.

4. Access to doctoral study should be improved by institutions through such mechanisms as changing program emphasis to account for future career opportunities and needs of society, identification of non-traditional markets for doctorates, and experiments in non-traditional kinds of programs, provided there is no diminution of quality.

This recommendation was put forward in the 1976 Statewide Plan as three separate recommendations (#8, #9, and #10). It is aimed at improving access to doctoral education by encouraging responsiveness to the changing needs of students and society. It is also closely tied to manpower supply and demand considerations. It is important to keep in mind the recent Bakke decision when dealing with questions and issues related to minority participation.

The Regents are concerned that the needs of increasing numbers of "underprepared" students should be examined closely and programs and funding strategies developed to support them. This is an issue that needs study and discussion with other interested parties. Some of the fundamental questions are: Should the upgrading of skills of individuals with low achievement levels be handled by secondary or postsecondary institutions? How should this upgrading be financed? While the Regents hope and believe this problem will ultimately be solved at the secondary level, there is the immediate problem of underprepared students with high school credentials whom it is a responsibility to serve. Socially, ethically, politically, and economically, we cannot turn them away.

As things now stand, there is a great temptation on the part of postsecondary institutions committed to "underprepared" students to award credit for remedial programs. This dilutes the quality of program involved. It also blurs the distinction between secondary and postsecondary institutions and may involve postsecondary institutions in activities that go beyond their approved roles and missions. Appropriate funding mechanisms must be developed to finance remedial activities. This is a public responsibility that deserves attention and special funding through separate budgets.

One of the keys to the solution of this complex of problems surrounding the academically underprepared student is closer coordination and articulation between the secondary and postsecondary communities. Whereas in the past articulation efforts have focussed largely on improving the high school-college transition for high-achieving students, the times demand we give equal attention to those who are less well equipped for college work. For instance, why is it that so many opportunity program students whose performance was lackluster in secondary school and who arrived at college with very low skill levels make great improvements in a relatively short time in college and go on to graduate?

Research now underway, sponsored by the Commissioner's Statewide Committee on Educational Opportunity, will identify the skills which high school remedial teachers, college basic skills instructors, and the students themselves consider important for academic success. This is a promising beginning. Other efforts, including joint conferences and other formal and informal mechanisms for college-high school feedback, are needed. Task forces and formal organizations concerned about ameliorating educational disadvantage in one sector of education should broaden representation to include those working on the same problem with the same population of only a slightly different age in the other sector. The 1980 Statewide Plan will address this issue further.

The Regents are concerned that the Tuition Assistance Program award schedule be designed to provide access to all sectors of education on a relatively equal basis with regard to costs of attendance. A secondary objective for TAP is to give the student flexibility to attend either a public or an independent institution, to insure a diverse set of options and thus promote the Regents goal of freedom of choice. The Education Department should study this question in cooperation with the Higher Education Services Corporation and other interested parties.

PROGRESS IN ASSURING ACCOUNTABILITY FOR QUALITY

Goal: Quality Education Provision for academic freedom and academic responsibility, and for the maintenance and monitoring of appropriate standards of quality education, must be maintained.

The goal of quality education is central to all other issues in planning for education. Without assurance of quality, freedom of choice and freedom of access are meaningless; without quality, education will not adequately respond to the needs of society, and by definition the resources used to support education would not be used efficiently. The question then becomes how to assure accountability for that quality, first with respect to academic programs, and secondly with respect to institutional mission.

In the 1976 Statewide Plan, the Regents made seven recommendations designed to strengthen quality. The Regents also approved, or approved with condition, 12 recommendations by public and independent institutions. In endorsing these recommendations, the Regents associated themselves with the principles and programs proposed without subscribing to any bias which may be expressed or apparent in them.

In recent years the people of the State have demanded that the State's scarce resources be spent wisely. In relation to postsecondary education, this means that institutions should offer programs of sufficient quality to merit support and which meet needs. Academic quality is the prime responsibility of the institutions which are entrusted with educating their clientele. Programs also must meet the needs of the student clientele and of the State for citizens educated to function in our technological society. Manpower projections are not adequate to determine program offerings, but they should also be considered by institutions as they attempt to identify future needs and directions. For example, by 1977 City University was offering a wide-ranging program in the allied health professions, as a direct result of increasing demand for trained health professionals in the early 1970's. That need has now declined, especially in New York City where there is presently some imbalance of trained professionals to employment opportunities. Consequently, City University has consolidated and scaled down its programs in allied health technologies to make them cost effective and more in line with manpower demands.

Each institution and institutional system in the State should have a clearly defined mission which describes its role or roles. For large institutions or systems, roles are likely to be complex and multi-faceted, but no less clear and specific. Changes in mission may be required to meet new needs of individuals or society.

Postsecondary institutions historically have protected the academic freedom of their faculty while encouraging academic responsibility. In an era when there is little growth, and there may be retrenchments, it becomes even more important for institutions to protect faculty rights while at the same time requiring responsible support from the faculty in adjusting to the financial realities that most institutions must face. Cooperation between an institution's officers and its faculty is one of the key determinants of quality.

In the face of stabilizing or declining enrollments, fiscal contraints, changes in the mandatory retirement age, and declining faculty mobility, postsecondary institutions are developing a variety of strategies to retain flexibility, control tenure ratios, and retain qualified faculty members who for financial reasons or because of institutional tenure patterns, cannot be tenured. Some independent institutions have adopted renewable term or "rolling" contracts as an alternative to releasing instructors for whom no tenure slot is available. The State University has made a significant contract change relating to tenure. Under this provision, credit for prior academic service, heretofore mandatory, may now be waived either by the individual or by the University at the time of initial appointment. This has the effect of allowing up to three additional years before reaching the tenure decision point.

During the four year period from fall 1975 to the present, under the pressure of retrenchment policies, the City University went from a tenure rate of 45 percent to an estimated rate of 80 percent. As a result of these changes, the University noted that its ability to hire new faculty and to maintain some flexibility to develop new programs was a major issue to be addressed in the immediate future.

One of the major responsibilities of postsecondary institutions is to train professionals and paraprofessionals in medicine, dentistry, law, and other professions to serve the people of the State. It is imperative that this training be of high quality to protect those whom the professionals will serve. Moreover, it is important that institutions encourage the professionals they train to develop a public service outlook.

At the Regents direction, the Education Department has undertaken the review and monitoring of the financial and enrollment conditions of institutions, to identify those in difficulty or heading into difficulty, and to assure that students are protected, that quality is preserved, and that appropriate levels of access and choice are maintained. The Regents have also encouraged institutions to improve their individual institutional data management systems by providing assistance in the installation of information management systems. By adopting such systems, institutions achieve the ability to evaluate productivity and program costs. These management tools permit institutions to determine in advance effects and costs of proposed program changes or reductions. This will increase the likelihood of an institution's survival in the face of anticipated enrollment decline in the 1980's. Currently seventeen institutions in this State are in the process of instituting the data management system developed jointly by the National Center for Education Statistics and the National Center for Higher Education Management Systems.

OBJECTIVE: Assuring Accountability with Regard to Academic Programs

1976 Regents Recommendations

8. *The coordination of planning of graduate program offerings at all institutions to avoid needless duplication, to make the best use of available resources for meeting program needs, and to maintain quality at high levels. The development of*

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consortia is encouraged. In particular, in the next four years efforts should be made to develop a New York City consortium for offering doctoral programs in various fields where faculty strengths and other resources are complementary.

9. A change of emphasis in doctoral programs, where called for, to take into account shifts in the kind of education and training appropriate to students' future careers and the changing needs of society that doctorates will be expected to serve.

10. Identification of nontraditional markets for doctorates and the integration of program mission, curriculum, and student placement.

11. Experiments in nontraditional kinds of graduate programs, especially Doctor of Arts, for new clienteles should be carried out, provided there is no diminution of quality.

12. Supply and demand should be considered in planning academic programs that prepare students for specific careers. Institutions offering such programs should provide students with current information on such placement and promote a liaison between faculty and employers.

13. Colleges and universities preparing school personnel are urged to:

a) Counsel students interested in teacher preparation about the supply-demand prospects for teachers.

b) Consider consolidation or elimination of preparatory programs which show a low rate of placement in elementary and secondary schools.

c) Identify supplementary or alternative career opportunities for persons enrolled in teacher education programs.

14. The Regents policy is that the ratio of physicians to population statewide, by geographical area, and by specialty of practice, must be adequate to meet the public's needs for health care. To assure this, there must be an appropriate number of physicians graduated annually in the State. To accomplish this, it is our conclusion that at least 2,000 physicians should be graduated annually in New York State by no later than 1990.

1976 Sector Recommendations

By the State University of New York

2. Renewed emphasis will be given to the importance of strong support and high quality in the doctoral programs. In order to enhance access to doctoral resources of the whole University, experimentation will be encouraged in development of University-wide doctoral programs.

4. The University will develop a University-wide program for Religious Studies to promote a scholarly study of world religions, focusing especially upon the relationships between Eastern and Western thought.

By The City University of New York

7. The academic quality and the demand for trained personnel in engineering technologies will be thoroughly examined. In general, it is anticipated that requirements for such technical workers will be stable in the metropolitan area in the next four years. Technology programs will be centralized at two or three of the colleges in the system in order to strengthen the offerings and match more nearly the number of students trained to the number of job openings.

8. There will be continued need for persons trained in business management, accounting, and specialized areas for the service sector of the economy and for employment in government. The University will increase its participation in the education of municipal workers. Programs will be evaluated for their quality and need. It is likely that some programs will be consolidated, though total enrollments may remain stable.

Projections of manpower needs indicate a modest increase in the need for health technicians and nurses. Nevertheless, it is clear that the University is training more nurses than the labor market is likely to require. It is also clear that the market is particularly difficult for persons with only two years of nursing education. Therefore it is recommended that enrollment in nursing be reduced by at least half and that two-year programs be reduced even more drastically. This reduction will also permit the University to concentrate enrollment in those programs with demonstrated academic excellence and student success. A modest increase in the need for manpower in the health technologies also assigns the University an important role in preparing students for this area of employment. However, the University will stem the proliferation of these programs by limiting the number as well as limiting enrollments in medical laboratory technology, mental health assistance, health care administration, medical technology, emergency medical technology, medical assistant, occupational and physical therapies, speech pathology and audiology, respiratory therapy and environmental health science.

6. City University has always been the chief source of training for teachers for the New York metropolitan area. The demand for teachers has been reduced in recent years by the decline in the school population in New York City, reductions in the tide of immigration, and reduced financing of the City's school system.

The University plans to restructure its teacher education programs to accord with the demands of a changing city population and with changing national and state mandates for teacher competency and responsibility. This emphasis entails a change in both the form in which teacher education is offered and in the content considered essential to development of the effective teacher. The University will re-evaluate the size, number and efficacy of the programs in teacher education concentrating upon fewer and more effective pre-service students as well as upon consistent aid and redirection to in-service teachers. It is likely that the University will reduce enrollment in these areas by approximately 50 percent during the next quadrennium.

By the Commission on Independent Colleges and Universities

23. The Regents should take every opportunity to encourage experimentation with the learning process. However, minimum standards for the quality of academic programs must be rigorously enforced by the Regents.

By Individual Institutions

1. The Regents should encourage quality diploma programs in nursing in New York State to seek the authority to grant the associate in applied science degree.

In June 1978 the New York State Court of Appeals affirmed the authority of the Commissoner of Education to register and monitor programs on the basis of quality. The academic and professional staffs of the Education Department evaluate program quality in the registration of new academic programs and in the reregistration of continuing ones. In its review of existing curricula and proposals for new curricula the Department requires that institutions provide clear definitions of purposes and well conceived programs of study to accomplish stated objectives. Representatives of the academic and professional staffs also work with accreditation teams representing the Middle States Association and other voluntary accrediting agencies to assure quality of academic programs.

GRADUATE STUDY

Significant progress has been made in the past two years to achieve the Regents seven recommendations. Most specifically addressing the recommendation of greater coordination of graduate program offerings and the development of consortia, a doctoral consortium in New York City has been planned.

New York City Consortial Arrangements

City University, Columbia University, Fordham University, New York University and the New School for Social Research have announced a two-year joint project to develop models of consortial arrangements for doctoral level graduate studies. The five-school project has the support of the Carnegie Corporation and of the Ford, Mellon, and Sloan Foundations. The four New York City based foundations have made grants totaling $198,000 to support the project. The five participating institutions have contributed $40,000 of their own, in addition to commitments of faculty and staff time.

The project has been designed to explore a wide range of consortial models and variations and to identify suitable disciplines for cooperative efforts. The cooperative arrangements will allow participating institutions to provide more varied opportunities for students. Over the two years it is expected that the project will outline alternatives and develop consortial models with full consideration of their impact academically, economically, and politically. In the proposal for the project, the presidents of the cooperating institutions outlined a wide range of consortial arrangements that will be studied in the course of the project. The options range from limited departmental consortia to the possibility of joint programs.

The successful completion of this project and the ultimate implementation of a wide range of consortial arrangements could not only alter the character of graduate education in the New York City area, but also serve as a model for graduate education nationally.

The State University of New York has made significant progress in its 1976 recommendation in support of inter-campus doctoral study, as described in the following two sections.

SUNY Intercampus Doctoral Fellowships and Grants-in-aid Program

In the fall of 1977, the State University of New York initiated an Intercampus Doctoral Fellowships and Grants-in-aid Program -- a pilot experiment in University-wide cooperation at the doctoral level. "The purpose of the program is to make it possible for doctoral students...to use resources available at other campuses of the university other than the one where they are in residence, and thus to improve the quality of doctoral education within the system."

The pilot experiment includes departments of anthropology, geology, and philosophy. In 1977-78 approximately 14 students participated; eventually, the exchange will include two students per campus per discipline. Next year six disciplines will be represented: anthropology, English, environmental science, geology, philosophy, and psychology.

SUNY-CUNY-NYU Cooperative Exchange Program

Recently, representatives from State University, City University, and New York University agreed to participate in the SUNY-initiated effort to enhance the quality of education on a cooperative basis. Three disciplines (psychology, English, and environmental science) were represented by respective faculty who are developing mechanisms for providing access to resources without undue replication in the State of New York.

In response to the Regents recommendations calling for changes of emphasis in doctoral programs, identification of nontraditional markets for doctoral degree holders, and experiments in nontraditional kinds of graduate programs, and in response to State University's recommendation for high quality in doctoral programs, the following has occurred:

Doctoral Programs

In response to changing employment market opportunities for holders of doctorates, the escalating costs of Ph.D. programs, and increasing questions about the appropriate directions for doctoral education, the Regents began a systematic review of doctoral programs in 1973. The purpose of the review has been to encourage the maintenance and improvement of quality, while increasing economy and efficiency. As of June 1978, 135 programs in 12 disciplines have been subject to review; 70 were found to be of high quality; 29 were rated as potentially high quality; 36 were closed either voluntarily or by direction of the Commissioner.

Institutions have become more attentive to keeping track of the placement of doctoral graduates and to the needs of these students for advice and counsel. Although to a certain extent enrollment declines in certain disciplines have occurred as a reaction to national manpower literature and association journals, many departments also have limited enrollments voluntarily.

Various institutions also have been participating actively in nontraditional market placement to assist in finding alternative career patterns, such as the New

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York State Doctoral Project to promote career planning for students in the humanities. An example is the "Alternative careers for Historians" project at Syracuse University. Adding work-related components (internships, field placements) to traditionally structured programs is another strategy becoming more common to enhance the employability of graduates. Most recently, the Regents Careers in Business program has drawn national attention by placing humanities Ph.D. holders in business jobs.

In 1971 the Regents authorized on an experimental basis the granting of the Doctor of Arts degree by a limited number of institutions of university rank that already offered other doctoral programs. This degree was recognized as one oriented to broad career opportunities, particularly in college teaching, that require somewhat less narrowly focused training than does the Ph.D. The Doctor of Arts degree continues to gain acceptance. Four institutions now offer programs leading to this degree: State University at Albany, Adelphi, New York, and Syracuse universities. The latter three have all added new programs with this degree since 1976. At this time, proposals for Doctor of Arts programs at the State University at Stony Brook and at St. John's University are being reviewed by the Education Department.

Master's Program Review

During 1969-70, at the Regents direction, the Education Department initiated a review of 544 master's degree programs in the State. Since 1972, the Department has followed up with a further assessment of 206 master's degree programs at 15 institutions. The reviews have led to the termination of a number of programs at the initiative of the institutions or by Department action. Many other programs underwent significant changes in order to achieve acceptable levels of quality.

During the academic years 1976-77 and 1977-78, Department staff examined 62 master's degree programs at 15 institutions. Improvements similar to those noted in the 1974 Progress Report have continued. These include a strengthening of advising procedures, the refinement of program objectives, an upgrading of faculty qualifications, and better control over the mix of graduate and undergraduate students.

A number of institutions offering master's degree programs have initiated systematic internal assessment procedures for maintaining quality and for complementing external evaluations. Hofstra University, for example, which participated in the Regents project for the Self-Assessment of Colleges and Universities, developed a research design for the self-assessment of the Master of Arts program offered by its New College. Also as a result of ongoing reviews of programs, at the College of New Rochelle, Adelphi University, New York University, St. Bonaventure, Teacher's College, and Rensselaer Polytechnic Institute over 40 master's degree programs have been phased out of existence. State University, using guidelines published in 1972, has been conducting a systematic evaluation of all its graduate programs on a five-year cycle. Since the publication of the guidelines, all doctoral programs in SUNY have been evaluated at least once, and almost all master's programs have been evaluated.

During 1976-77, City University acted to consolidate nine Master of Arts programs in the disciplines of philosophy, linguistics, and political science, offered at Brooklyn, City, Hunter, Lehman, and Queens Colleges, into single programs offered through the University's Graduate School and University Center. In 1977, 24 master's degree programs at City University were terminated, in the disciplines of the biological sciences (1), education (4), foreign languages (5), letters (8), the physical sciences (3), and the social sciences (3) (see Figure 2, below). In total, 61 master's degree programs have been closed or consolidated by City University since 1976.

The Regents urge all institutions to seek to continue to improve their programs by insuring:

1. strong institutional commitment evidenced by adequate fiscal support for faculty research, library, and other resources;

2. qualified students in sufficient numbers to assure peer stimulation and to justify program costs; and

3. equality in academic standards and in services for part-time and full-time students whether at extension centers or on the main campus.

TEACHER EDUCATION

Higher education institutions are responding in a variety of ways to the Regents 1976 recommendation that colleges and universities with programs that prepare teachers and other school personnel be more responsive to supply-demand patterns for these graduates, counsel students about alternative career possibilities, and eliminate or consolidate programs which show low placement rates. The Education Department's Education Manpower Information System, which records the percentage of persons receiving teacher certificates since 1972 who have obtained employment in the public schools of New York State, can be helpful in decisions about program consolidation or elimination. The System reveals, for example, that public school employment is currently quite poor for inexperienced teachers holding provisional certification in Elementary Education, N-6; Social Studies, 7-12; most foreign languages; and Business Education.

Most independent colleges and universities, however, have expressed skepticism about manpower statistics related to employment opportunities for new teachers. In particular, there is controversy over the contention that there is a large "reserve pool" of qualified teachers. The recent experience of the New York City school system in attempting to recall "excessed" teachers lends some support to those who doubt that professionals who leave the teaching profession during budget cutbacks will readily return.

Nevertheless, these independent institutions have taken steps to respond to the Regents recommendation. Students have been advised to enhance their employability by taking two major areas of concentration, by adding a minor, or by specializing in areas which have been identified as more promising, such as urban and bilingual education and programs to serve the handicapped.

Fordham University has concentrated the goals for its education programs into a "formal commitment to train teachers to work in the inner-cities schools." All the student teachers are therefore assigned for observation and practice teaching in these schools. Fordham's emphasis is on bilingualism, remedial reading, and the difficulties caused by financial and sociological problems of the inner city.

Cornell University has been successful with its Master of Arts in Teaching program in English, which emphasizes writing ability, and plans to expand its enrollment.

Figure 2. PROGRAMS TERMINATED DURING CALENDAR YEAR 1977 BY HEGIS CODE, SECTOR, AND DEGREE LEVEL

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
SUNY																														
Cert.												2															2			
Assoc.																					1								1	
Bach.								1						2			1		3											
CUNY																														
Cert.																											2			
Mast.				1				4			5				8				3			3								
Independent																														
Cert.																									7	1	6	2		1
Assoc.												1													1					7
Bach.			1	2	5			1		4	18		2		2		3		9			3		1						
Mast.				1	17			2		4							1		6		1	3								
Adv. Cert.								1																						
Doct.					19			11					1		2				1		1	1	2							
Nursing Hospitals/Schools																														
Cert.																											5			
TOTAL			1	4	41			20		8	23	3	3	2	12		5	6	16		3	10	2	1	8	1	15	2	1	8

NYSED: Postsecondary Information Systems

A number of schools have expanded their counseling capabilities and attempted to reach students earlier in their academic careers. Wtih a grant from the Education Department, Southampton College of Long Island University has integrated career planning into its Foundations of Education course, which is the first education course taken by those contemplating a career in teaching.

State University campuses have initiated similar efforts. The counseling area has included the development of such courses as "Career Development for Sophomores and Freshmen" and "Careers and Their Alternatives." SUNY has also restricted or discontinued programs in elementary education, speech and hearing handicapped, health education, early secondary education, secondary German, and school administration and supervision. These are examples of the redeployment of resources as a part of establishing new priorities in the disciplines and professional studies.

During 1977, 20 programs in the discipline of education were terminated at institutions in all sectors. Four were at City University; one was at State University; 15 were at independent institutions. Of the 20, 18 were graduate programs and two undergraduate, as noted in Figure 2, above.

LIBRARIES

While it is difficult to measure the adequacy and efficiency of a library system, certain facts can nevertheless be established. In general, over the last two years budgeted funds for library collections have not kept pace with the inflationary rate of the economy. Unless acquisition funds are increased, actual purchasing power is significantly decreased. This is a particularly serious problem in the areas of medicine, science, and technology, since research libraries are major resources for local practitioners in these subject fields. At the same time, it is not just research collections that feel the effects of inflation -- two-year and four-year colleges find each year they have less purchasing power but must select from a wider publishing output.

Fortunately, however, collaboration among institutions, and consortial arrangements, takes place more easily with respect to libraries than in many other areas of institutional activity. All the State University libraries, and almost all independent college and university libraries, belong to one of the nine 3R (Reference and Research Library Resources) networks in the State.

Members of the 3R Councils also benefit from the New York State Interlibrary Loan (NYSILL) Network. Funded by the State, this resource sharing program provides college and university libraries access to the collections of the State Library and 12 other major libraries: American Museum of Natural History, Brooklyn Public Library, Buffalo and Erie County Public Library, Columbia University, Cornell University, Engineering Societies Library, Monroe County Library System, New York Academy of Medicine, The New York Public Library, New York University, Teachers College, and Union Theological Seminary. Almost half of the use of NYSILL is by the academic community.

The State University of New York/Ohio College Library Center network (OCLC) now has 140 library members (50 public higher education-SUNY, CUNY, community colleges; 54 independent higher education; and 46 non-degree granting institutions, including the State Library and public library systems). This network, which is self-supporting and receives no State funds, catalogs about three-quarters of a million books and other library materials per year and is expanding into an interlibrary loan system and a serials control system. These new services are also being made available to all participating libraries in the State.

Many local forms of cooperation exist. Cooper Union, the New School for Social Research, New York University, and the Parsons School of Design have agreed to integrate their collections and coordinate new acquisitions. Clarkson College of Technology and St. Lawrence University share collections with the State University College at Potsdam and the Agricultural and Technical College at Canton.

Libraries are a vital resource for research and scholarship which support the economic life of the State as well as activities within institutions of higher education. Adequate funding to maintain their excellence will continue to be essential.

MEDICAL EDUCATION

Since the Regents recommended in 1976 that an appropriate number of physicians be graduated annually in the State to assure that the ratio of physicians to population statewide, by geographical area, and by specialty of practice, will be adequate to meet the public's health care needs, a great deal of progress has taken place.

The number of physicians graduated by the public and independent medical schools in New York increased from 1,514 in 1976 to 1,633 in 1978. The State's first school of osteopathic medicine, at the New York Institute of Technology, enrolled its first entering class of 36 students in the fall of 1977. State University's Upstate Medical Center opened an upper-division Clinical Campus at Binghamton, serving up to 40 students and drawing on the resources of Binghamton area hospitals and the University Center at Binghamton, under the control of Upstate Medical Center. The first students will enroll at the Binghamton Clinical Campus in the fall of 1978.

Under the contract with the University of Vermont, authorized by legislation in 1975, to reserve places for qualified New York residents who agree to practice in an area of physician shortage in New York after completion of training, the first class of 20 New Yorkers entered the University of Vermont's College of Medicine in the fall of 1976. It is anticipated that 19 members of that class will graduate in 1980 and one in 1981. An additional 21 New Yorkers enrolled in the fall of 1977; they will graduate in 1981. Future classes are expected to include 20 New Yorkers each year.

Similar legislation enacted in 1976 authorized the same kind of contract with the Sackler School of Medicine. The first class of 40 New York residents entered the Sackler School of Medicine of Tel-Aviv University in the fall of 1977. They will graduate in 1981. In subsequent years, further entering classes of 40 New Yorkers are anticipated. Like the residents of New York studying at Vermont, the New York students at Sackler have a contractual obligation to practice medicine for at least three years in an area of New York State designated as having a shortage of physicians.

The year 1976-77 saw the first students graduate from the Biomedical Science program at City College. Thirty students graduated; eleven of them entered the third year of medical education at a medical school in New York State. The remainder enrolled at cooperating out-of-state institutions. In June of 1978, 35 students graduated from this program; in 1979, 53 are expected to graduate, and 60 each year thereafter. Those graduates of the City College program who enter New York medical schools are obligated to practice medicine in an urban area of the State designated as having a shortage of physicians. Those who enter a cooperating out-of-state institution are obligated to practice in an area of physician shortage anywhere in the United States designated by the U.S. Department of Health, Education and Welfare.

In August 1978 the Governor announced his support for the creation of a new medical school to be located in Queens County to meet the needs of that area for physicians.

As a result of the progress that has taken place, or is planned, in response to the Regents recommendation, it is anticipated that the number of students graduating from New York medical schools, Vermont, and Sackler will grow from 1,633 in 1978 to 1,696 in 1980 to 1,857 in 1985. Enrollment projections beyond 1985 have not been made by medical schools because of the institutions' own uncertainties about their plans for enrollment size.

OBJECTIVE: Assuring Accountability with Regard to Institutional Mission

1976 Sector Recommendations

By The City University of New York

1. *The University will review its mission and the structures through which its missions are realized. Each college will review its own mission to determine compatibility with the University's mission. The individual college mission statment should clearly delineate its role within the University, its major objectives, and the basis for its major program activities. The University will engage in intensive study of organizational arrangements which offer possibilities of scaling down operations to a level consonant with budgetary limitations. It will study the impact of such arrangements on its ability to fulfill its basic mission.*

5. *A major part of the University's mission is reflected in the academic program offered at each of its colleges. In order to utilize its resources most effectively, the University plans to reexamine the programs of each campus as a part of the review of the college missions and to coordinate them from a University perspective.*

The current distribution of registered programs at the senior and community colleges is shown in Exhibit III (CUNY 1976 Master Plan). *The University will reassess this profile against projected changes in student needs in order to provide a well-rounded academic program. Coordination and consolidation may be appropriate. The University will give particularly close scrutiny to its offerings in the allied health professions, teacher education, the engineering technologies and business during the next quadrennium.*

9. *A rigorous evaluation of the academic programs of the colleges will be*

undertaken in order to assure excellence and a full range of alternative ways for realizing the University's total mission. The colleges will conduct the program review in accordance with University-wide guidelines. Where appropriate and necessary, programs will be consolidated. The results of the review will be integrated into the planning and resource allocation process of the University.

By the Commission on Independent Colleges and Universities

22. The Regents should develop a definition and philosophy in regard to continuing education that would provide guidelines to all institutions at the post-secondary level.... An inventory of what is being done in the field of continuing education and of the problems confronting institutions willing to venture into or expand their programs in this field would be of great value to all sectors of our system.

24. The Regents should develop definitions of an extension center and guidelines which would differentiate such centers from a branch campus. Also, a policy should be published regarding the establishment of such centers - should institutions be free to establish such centers anywhere or should specific conditions be met via Regents rules and regulations?

By Individual Institutions

1. The Regents should curtail the number of two-year community colleges that are being authorized to grant four-year degrees.

Most institutional mission statements are less than precise. It is possible to clearly determine a "mission" from some special emphasis or interests, and in other cases by limitations on the mission of an institution, such as "Liberal Arts only." The establishment of gauges to measure the accomplishment of a mission is difficult.

There are a few, however, which do give objective results. They would include an examination of the variety of subject fields in which programs are offered (2-digit HEGIS). The devotion to selected programs offered by other institutions may also be measured against this same standard. The matrices which follow (Figure 3) show the distribution of major program types by institution, by sector and type of institution.

In both graduate and undergraduate programs, one of the standards of quality is enrolling sufficient students to assure peer stimulation and justify program costs. Therefore, the numbers of students in a program or in related ones would be another measure of achieving an institutional goal, as would degrees awarded in the same or related programs. Beginning this year, the Education Department is collecting information on degrees conferred by program, rather than by the more general subject code (4-digit HEGIS). Beginning with fall 1979, enrollment figures will also be collected by individual program. It will then be possible to make judgements about actual program size and output, as they relate to quality of the programs and the mission of each institution.

Since the 1976 Statewide Plan was adopted, the Regents have approved 51 amendments to institutional master plans, with regard to program level, type, and geographic location, by 26 independent institutions, the State University, and City University. Generally, these amendments have been intended to enhance freedom of access, freedom of choice, or both. In the major-mission area of the health professions, for example, the Regents approved eight new nursing programs, ranging from a certificate program in practical nursing at Elizabeth Seton College to a Ph.D. in nursing at the University of Rochester. The other nursing programs included associate degree programs at Clinton Community College, Westchester Community College, and the western campus of Suffolk County Community College, and three bachelor's degree programs, at Alfred University's branch campus in Rochester, Marymount Manhattan College in Manhattan, and Mercy College in Dobbs Ferry.

The Regents also approved the State's first Doctor of Chiropractic program at the New York Chiropractic College, a Ph.D. in Vision Science at the State University College of Optometry, an A.S. program for Surgical Technicians at Utica College of Syracuse University, a Physician's Assistant program at City College, continuation of City College's B.S. program in Biomedical Science, conferral of the M. Phil. degree by the Graduate School of City University, and a B.S. in Health Science at the State University College at Cortland. The Regents also authorized the establishment of the New York College of Osteopathic Medicine of the New York Institute of Technology, the State's first program in osteopathic medicine.

With regard to level, the Regents approved as new programs, or the continuation of existing programs on a permanent basis, 8 associate degree programs, 17 bachelor's degree programs, 23 master's degree programs, and 12 doctoral programs.

The Regents also sought to maintain access by authorizing Hamilton College to become a coeducational institution with the closing of Kirkland College, and by approving branch campuses of Alfred University, New York University, and St. John's University.

City University of New York Mission Statements

Since 1976, City University has made significant progress toward achieving its recommendations #1 and #5 through a continuing study and evaluation of the University's mission and of its individual colleges and their missions.

The University has traditionally devoted its resources to providing education for employment in New York, preparing students for careers in business and finance, law, medicine, teaching, and a wide range of technical and service areas within the social service professions, business, and industry. Recently, partly in response to increased student demand for job-related programs, this focus has become more pronounced. There has been a six percent rise in the number of degrees awarded in career-related curricula since 1970.

Issues of institutional mission, program consolidation and reduction, and enrollment goals are reviewed in The Proposal of the Board of Higher Education for Facilities Needed Through 1990. In that document, the Board adopted the following general principles to guide the University's future development:

1. The City University of New York shall be viewed as an educationally and administratively integrated system. The individual colleges of the University, although educationally viable within the context of their particular functions, can and should vary in the breadth and the nature of their academic programs.

2. As a total system, the University should offer a broad range of career-oriented and professional programs as well as a comprehensive offerings in the liberal arts and sciences and in the fine arts at both the undergraduate and graduate level. Students should be able to find within the University system, but not necessarily at any given college, educational programs suited to their needs, interests and level of preparation.

3. The particular educational function of each college will be based on a combination of factors, including but not necessarily limited to the established strengths of the institution, the faculty and facilities needed to carry out the function, anticipated student enrollments and demand, the previous preparation of the students to be served, the estimated need for persons trained in particular career fields, the total availability of instruction in a given discipline within the system and other particular purposes the Board may wish to achieve.

4. All programs in the University at all levels shall be developed to a standard of high quality. Sound performance and achievement, commensurate with the level of instruction at which the program is offered, shall be expected of all students.

5. The primary concern of the University shall continue to be the City of New York. Our principal responsibility shall be to educate the City's residents, to meet its need for trained personnel, to foster its economic development, to enhance it intellectual and cultural life, and to contribute our special talents to the solution of its problems.

6. The University reaffirms its commitment to open access. It shall continue to admit to some colleges all those who seek admission who have been graduated from an accredited high school or who have achieved the equivalent of a high school education. In order to make this commitment real and meaningful, the University will continue to make a reasonable effort to ameliorate weaknesses in basic skills that may be evidenced by students duly admitted.

7. The University shall restrict admission to some of its colleges and programs to those students whose previous preparation and peformance indicate ability and motivation to pursue demanding academic work or to those who have demonstrated that ability and motivation through successful completion of a community college program or other appropriate measures of achievement.

8. The University shall continue to support and strengthen major outreach programs for those residents of the City who are and have been disadvantaged economically and by the nature of their previous educational experience.

9. Within the University each college, subject to the Bylaws and policies of the Board, shall have the primary responsibility for developing and proposing academic programs, for initiating personnel appointments and evaluating performace, for establishing and implementing regulations governing the performance and conduct of students, for carrying out the educational program, and for operating the administrative and support services consonant with its purpose.

10. The University, through the Chancellor, shall have the responsibility to review programmatic recommendations from the colleges and advise the Board as to a college's capability to implement its proposal, its anticipated additional costs or facility requirements and the extent to which proposed programs duplicate or complement existing programs within the University.

11. Administrative procedures and systems relating to business operations, student financial aid and the processing of data on all aspects of operations shall be developed on a uniform basis throughout the University. The Chancellor shall be responsible for initiating and implementing these procedures and systems.

12. The extent to which the administrative activities of the University are centralized or decentralized shall be determined by the potential of these alternatives to be maximally cost-effective, to provide timely and accurate information, to meet the requirements of governmental bodies and to facilitate the functioning of the educational program on the campus.

A summary prepared by the Education Department of the mission statements for the individual CUNY units follows:

Baruch College - provides a major resource for training and research in business, the administrative sciences, and related arts and sciences. It addresses the special needs for managerial and administrative skills in both the public and private sectors of the urban center along with complementary liberal arts and science programs. It draws a student body from throughout the City.

Brooklyn College - has a dual mission consisting first of its comprehensive program in the liberal arts and second of its pre-professional and professional programs. It is the only senior college in Brooklyn and has developed a curriculum which responds to the needs and interests of the borough. Since the student population is as diverse as the borough itself, the college must meet the needs of students who have widely differing interests and academic skills.

City College - has a mission which includes both a broadly based curriculum in the liberal arts and a focus on professional studies including engineering, architecture, education, and nursing. Graduate programs serve to extend the college's offerings, particularly in the professional areas of engineering, architecture, and education. The student population is drawn from all parts of the City.

Hunter College - the curriculum is a classical one. Students are expected to achieve at levels which permit them, if they choose, to go on to appropriate graduate and professional schools. Hunter is an inter-borough school, accessible by subway to a broad commuter population drawing students from throughout the City.

John Jay College - is a special purpose college which offers programs uniquely designed to prepare individuals for careers in public service, particularly within the criminal justice system and to help professionalize men and women who have already chosen criminal justice careers.

Lehman College - as the only public senior college in the Bronx, has adjusted and adapted to meet the changing conditions of the times and the City. Lehman is a liberal arts college. It has established a Health Professions Institute, building upon its nursing program, launched ethnic and bilingual studies, bolstered professional programs such as accounting, and joined in cooperative arrangements with Bronx high schools.

Queens College - directs its mission toward preparing its students in the wide range of the liberal arts offered at the college. The college also offers graduate programs in urban studies and in library science.

Bronx Community College - offers a broad spectrum of curricula in response to community needs and student interests. The degree programs prepare students for careers in business administration, accounting, marketing, data processing, medical laboratory technology, pre-engineering, engineering technologies, nursing, and secretarial studies. Eighty percent of the student body is black or Hispanic.

Medgar Evers Community College - was established in 1969 with a mandate to meet the educational and social needs of central Brooklyn. The mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education. The associate degree program focus is on business and nursing.

Hostos Community College - seeks to provide bilingual education to students whose native language is not English, and to create an environment in which their English is improved to the extent that they can function in a career or in a senior college. Adult education programs involve as wide a cross-section of the South Bronx community as possible.

LaGuardia Community College - seeks to equip its students to cope with today's complex society by providing an educational program which combines practical field or work experience with classroom instruction. The special and unique mission of LaGuardia Community College is to make the work setting an integral part of students' learning experience. The college also serves a large number of adults.

Borough of Manhattan Community College - views its mission as one of providing general and career education relevant to the evolving needs, interests, and aspirations of its particular student constituency. The student body is predominantly black and Hispanic and the institution is directed toward providing an entry into the mainstream of life in the City and toward encouraging upward mobility.

New York City Community College - serves all of the City by offering curricula which are especially focused on technologies. Its mission is as distinct as its programs. They are concentrated heavily in the mechanical, civil, electronic, and chemical technologies as well as in career-oriented business curricula.

Queensborough Community College - provides the first two years of education in the liberal arts and sciences, pre-engineering, business administration, and environmental health for students planning to continue toward the baccalaureate degree. The college is a college of the community, primarily serving students from the neighborhood in which it is located.

The College of Staten Island - newly federated in 1976, brings together the missions and academic programs of the former Staten Island Community College and the former Richmond College. The college offers a wide variety of two and four-year degree programs as well as graduate programs in education and cinema studies for the continually expanding population of the borough.

The Graduate School and University Center - has prime responsibility for all 27 City University doctoral programs. Its doctoral programs, while centrally administered at the Graduate Center, call upon the resources of eight different campuses of the University. It is essentially a consortium of institutions within the University serving as the integrating academic mechanism of the University.

York College - the Board of Higher Education believes there are important public policy reasons to develop a collegiate institution in the Jamaica area and supports the creation of a college with a special function within the University system. It therefore recommends a change in the mission of York College so that it could become an undergraduate college focused on business administration and selected health science occupations with a strong cooperative education emphasis.

The City University recognizes that considerations of academic program deal not only with curriculum but also with the ability of students to succeed at college level studies. In this connection, the Board of Higher Education in 1976 resolved that students moving to the upper division of four-year colleges, either from the lower division, from the community colleges, or from outside the University, must demonstrate proficiency in basic skills before they can be admitted to advanced studies.

EXTENSION CENTERS

Progress has taken place in the area of concern expressed by the Commisson on Independent Colleges and Universities in its recommendation dealing with extension centers. In order to evaluate the increasing number of courses offered by colleges in extension, the Department conducted a pilot assessment of off-campus centers. Westchester County was chosen as a sample.

The survey, reported to the Regents in March of 1978, found that some 5,000 students were enrolled in forty-six off-campus centers in the County. It identified a number of areas of potential academic problem: loose administration, inadequate library facilities and insufficient use of resource materials, lack of academic advising of students, poor record keeping, duplication of programs, and tenuous relationships of faculty with the main campuses. Department staff will make recommendations to correct the weaknesses cited in the Westchester County study.

Work is now progressing to formulate criteria and establish specific regulations for off-campus operations that will ensure access to educational opportunities while at the same time minimizing unnecessary duplication and maintaining academic standards in all counties in the State.

LIFE EXPERIENCE

The granting of credit for learning achieved outside of the classroom is now well established in a number of postsecondary institutions. Only a minority of institutions, however, give credit to a substantial number of students. Examples of non-traditional colleges which grant this credit are Empire State College of State University and the Regents External Degree Program. Other institutions having specialized programs for adults, employing extensive assessment of experientially based learning, include the College of New Rochelle (New Resources), New York University (Gallatin Division), and Fordham University (EXCEL).

As these practices spread, institutions are devising their own policies for awarding such credit. The most common method is for the student to submit a portfolio describing the "life experience." Some institutions require a portfolio and an examination (Dominican, Mt. St. Mary); others require a research paper (Wells, Harriman).

In the future, it will be necessary to monitor closely the granting of credit for life experience, to insure that credit is being given for knowledge gained and not merely for the experience of living.

Figure 3. PROFILE OF PROGRAM OFFERING BY MAJOR SUBJECT AREAS

MAJOR HEGIS AREAS *

01 **Agriculture and Natural Resources**
Production of food and management of natural fiber, plant, forest, and wildlife resources.

02 **Architecture and Environmental Design**
Design of buildings, communities, parks and other manmade aspects of the physiosocial environment.

03 **Area Studies**
Study of cultures indigenous to specific geographic regions.

04 **Biological Sciences**
Science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction and structure of life forms.

05 **Business and Management**
Organization, operation, administration, and control of private and public organizations.

06 **Communications**
Collection, preparation, presentation of ideas and information intended for popular consumption through mass media.

07 **Computer and Information Sciences**
Design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.

08 **Education**
Administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.

09 **Engineering**
Practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

10 **Fine and Applied Arts**
Creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and nonvisual representations and symbols.

11 **Foreign Languages**
Mastery of a language other than English or the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.

12 **Health Professions**
Maintenance and restoration of physical and mental health.

13 **Home Economics**
Theory and practice of family and home care including the science of foods, home decoration and management, and child care.

14 **Law**
Instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.

15 **Letters**
English language and literature and value systems related to ancient and modern cultures.

16 **Library Science**
Instruction in the professional skills required to organize collections of books and related materials and the training necessary to providing services related to them.

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* "HEGIS" indicates the Higher Education General Information Survey code, based on the *Taxonomy of Instructional Programs in Higher Education* (U.S. Office of Education), under which a program is registered by the New York State Education Department.

Figure 3. PROFILE OF PROGRAM OFFERING BY MAJOR SUBJECT AREAS

17 **Mathematics**
Science of numbers and space configurations and their operations, measurement, relationships, and abstractions.

18 **Military Sciences**
Techniques and skills unique to the pursuit of a professional career as a military officer.

19 **Physical Sciences**
Basic nature of matter, energy, and associated phenomena.

20 **Psychology**
Behavioral and mental processes.

21 **Public Affairs and Services**
Development and improvement of competencies in the management and operation of governmental agencies.

22 **Social Sciences**
All aspects of the past and present activities, conduct, interactions, and organizations of humans.

23 **Theology**
Preparation and training for a religious vocation.

49 **Interdisciplinary Studies**
Studies involving more than one major discipline without primary concentration.

50 **Business and Commerce Technologies**
Commercial, business, or secretarial occupations primarily at the semiprofessional level.

51 **Data Processing Technologies**
Data processing or related occupations primarily at the semiprofessional level.

52 **Health Services and Paramedical Technologies**
Health service occupations primarily at the semiprofessional level.

53 **Mechanical and Engineering Technologies**
Mechanical and engineering related occupations primarily at the semiprofessional level.

54 **Natural Science Technologies**
Natural science related occupations primarily at the semiprofessional level.

55 **Public Service Related Technologies**
Public service related occupations primarily at the semiprofessional level.

Figure 3. PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREAS

U: Undergraduate Instruction only
G: Graduate instruction only
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
PUBLIC SPECIAL																														
Regents External Degree Program					U							U												U			U			
STATE UNIVERSITY OF NEW YORK																														
University Centers																														
SUNY at Albany			B	B	B		B	B		B	B	B			B	G	B		B	B	B	B		B						
SUNY at Binghamton		U	U	B	B			G	U	B	B	B			B		B		B	B		B		B						
SUNY at Buffalo		B	B	B	B	G	B	B	B	B	B	B		G	B	G	B		B	B	G	B		B	U			U		
SUNY at Stony Brook		U	U	B			B		B	B	B	B			B		B		B	B	B	B		B			U			
University Colleges																														
SUC at Brockport			U	B	U	U	U	B		U	U	U			B		B		B	B	B	B		B						
SUC at Buffalo			U	B		U	U	B	U	U	U		B		B		B		B	U	B	B		B						
SUC at Cortland				B				B		U	B	U			B		B		B	B	B	B		U						
SU Empire State College				U	U			U		U					U		U		U	U	U	U		U	U					U
SUC at Fredonia				B	U			B		U	B	U			B		B		B	U		B		U						
SUC at Geneseo			U	B	U			B		U	B	U			B	G	B		B	B		B								
SUC at New Paltz			B	B				B		B	B				B		B		B	B		B		U						
SUC at Old Westbury			U	U	U			U		U										U		U								
SUC at Oneonta			G	B				B		B	U		B		B		B		B	U		B		U						
SUC at Oswego			U	B	U	B	B	B		B	U				B		B		B	B	U	B		U						
SUC at Plattsburgh			U	B	U		U	B		U	U	U	B		B		B		B	B		B		B						
SUC at Potsdam				B			U	B		B	B	U			B		B		B	U		B		U						
SUC at Purchase				U						U					U		U		U	U		U								

101

102

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
G: Graduate instruction only
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Health Science Centers																														
Downstate Medical Center				G								B							B											
Upstate Medical Center				G								B															U			
Specialized College																														
Environmental Sci & Forestry	B	B		B					B										B										U	
Technology at Utica/Rome			U		U			B	U			U									U	U		U						
Maritime College					B		U		U										U											
Optometry												G																		
Statutory Colleges																														
Ag and Life Sciences	B	B	G	B	G	B		B	B				G				G		B	G		B								
Ceramics at Alfred									B	B																				
Human Ecology	G	B		B				B					B		G				G		U	G								
Industrial & Labor Relations					B	G		G									G					G								
Veterinary Medicine				G								G	G																	
Agricultural & Tech Colleges																														
SUNY ATC at Alfred					U				U															U	U	U	U	U	U	U
SUNY ATC at Canton									U															U	U	U	U	U	U	U
SUNY ATC at Cobleskill																								U	U	U	U	U	U	U
SUNY ATC at Delhi									U															U	U	U	U	U	U	U
SUNY ATC at Farmingdale									U															U	U	U	U	U	U	U
SUNY ATC at Morrisville					U				U															U	U	U	U	U	U	U

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
G: Graduate
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Community Colleges																														
Adirondack CC									U															U	U	U	U	U	U	U
Broome CC									U															U	U	U	U	U	U	U
Cayuga County CC									U															U	U	U	U	U	U	U
Clinton CC																								U	U		U			U
Columbia-Greene CC																								U	U					U
CC - Finger Lakes																								U	U		U	U	U	U
Corning CC									U															U	U	U	U	U		U
Dutchess CC									U															U	U	U	U	U	U	U
Erie CC									U															U	U	U	U	U	U	U
Fashion Institute of Tech.					U					U															U			U		
Fulton-Montgomery CC									U															U	U	U	U	U	U	U
Genessee CC																								U	U	U	U	U		U
Herkimer County CC																								U	U	U	U	U		U
Hudson Valley CC									U															U	U	U	U	U	U	U
Jamestown CC									U															U	U	U	U	U	U	U
Jefferson CC									U															U	U	U	U		U	U
Mohawk Valley CC									U															U	U	U	U	U	U	U
Monroe CC					U				U															U	U	U	U	U	U	U
Nassau CC									U															U	U	U	U	U		U
Niagara County CC																								U	U	U	U	U	U	U
North Country CC																								U	U		U			U
Onondaga CC									U															U	U		U	U		U
Orange County CC									U															U	U	U	U	U		U
Rockland CC									U															U	U	U	U	U		U

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
G: Graduate instruction only
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Schenectady County CC																								U	U		U	U	U	U
Suffolk County CC									U															U	U	U	U	U	U	U
Sullivan County CC									U															U	U		U	U	U	U
Tompkins-Cortland CC																								U	U		U	U	U	U
Westchester CC									U															U	U	U	U	U	U	U
Ulster County CC									U															U	U	U	U	U	U	U
THE CITY UNIVERSITY OF NEW YORK																														
Grad Schools & Univ Centers				G	G			G	G	G	G	G			G		G		G	G	G	G		U						
Senior Colleges																														
Bernard M. Baruch College					B		B	B		U	U	G			U		U			B	B	U		U						
Brooklyn College			U	B	U	B	B	B		B	B	B	B		B		B		B	B		B		U						
City College, The		B	U	B			B	B	B	B	U	B		U	B		B		B	B		B		G						
College of Staten Island LD & UD			U	B				B	U	B	B	U			B		B		B	B		B		U	U	U	U	U	U	U
Herbert H. Lehman College			U	B	U			B		B	B	B	B		B		B		U	U		B		U						
Hunter College			B	B	U	B	U	B		B	B	B	B		B		B		B	B	G	B		U						
John Jay College																			B	G	B	U		U						U
Queens College			B	B	U	B	B	B		B	B	B	B		B	G	B		B	B		B		U				U		
York College				U				U		U	U	U			U		U		U	U		U								
Community Colleges																														
Borough of Manhattan CC																								U	U	U	U			U
Bronx CC									U															U	U	U	U	U		U

Figure 3. PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
G: Graduate instruction only
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Eugenio Maria de Hostos CC																								U	U		U			U
Fiorello H. LaGuardia CC																								U	U	U	U			U
Kingsborough CC				U													U		U					U	U	U	U		U	U
Medgar Evers CC				U	U			U				U								U	U	U		U	U		U			U
New York City CC																								U	U	U	U	U	U	U
Queensborough CC									U															U	U	U	U	U	U	
INDEPENDENT																														
Multiversities																														
Columbia University		B	B	B	G	G		G	B	B	B	B		G	B	G	B		B	B	G	B		B	U					
Cornell University (Endowed)	B	B	B	B	B		G	G	B	B	B	G	B	G	B		B		B	B	G	B		U						
New York University		G	B	B	B	B	B	B	B	B	B	B	B	G	B		B		B	B	B	B	G	B	U	U	U		U	U
Syracuse University		B	U	B	B	B	B	B	B	B	B	B	B	G	B	B	B		B	B	B	B		B	U		U	U		U
University of Rochester				B	B		G	B	B	B	B	B			B		B		B	B	G	B		B						
Universities																														
Adelphi University				B	B	U		B		B	B	B			B		B		B	B	B	B		U	U					U
Fordham University			B	B	B	B		B		U	B			G	B		B		B	B	B	B		U		U				
Hofstra University	U		U	B	B	U	U	B	U	B	B	G		G	B		B		B	B		B		B	U					U
Long Island University Bklyn. Ctr.			U	B	B	U		B		U	U	B			B		B		B	B		B		U	U		U			
L.I.U. - C.W. Post Center			U	B	B	U	U	B	B	B	B	B			B	G	B		B	B	B	B		U				U		
L.I.U. - Southampton Center				U	U			B		U	U	U			U		U		U	U		U		U						
St. John's University			B	B	B	U	U	B		U	B	B		G	B	G	B		B	B	U	B	G	U	U					U
Yeshiva University				B			U	B		U	B	G		G	B		B		B	B	G	U		U						

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
G: Graduate instruction only
B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
College Complexes																														
Alfred University				B	U			B		U	B	U			B		B		B	U	B	B		U						
Barnard College	U		U	U				U		U	U				U		U		U	U		U		U						
Canisius College				B	B			B		U	B	U			B		B		B	U		B								
Colgate University			B	B	U		U	G		U	B				B		B		B	B		B		B						
D'Youville College				U	U			U			U	U			U		U		U	U		U								
Elmira College			U	B	U		U	B		U	U	U			B		B		U	U	U	B		U	U	U	U	U		U
Hamilton College			U	U				U		U	U				U		U		U	U		U		U						
Hartwick College			U	U	U			U		U	U	U			U		U		U	U		U		U						
Hobart & William Smith			U	U				U		U	U				U		U		U	U		U		U						
Iona College				B	B	U	U	U			B	U			B		U		U	B	U	B		U						
Ithaca College				U	U	B		B		B	U	B			U		U		U	U		U		U						
LeMoyne College				U	U						U				U		U		U	U		U								
Manhattan College			U	U	B		U	B	B	U	U	U			B		U		U	U		B		U	U		U			
Manhattanville College			U	B				B		U	U				B		U		B	U		B	U	G						
New School for Social Research					G							B			G					G	B	B		B						
Niagara University			G	B	U			B		U	U	U			B		U		U		U	B		U	U					
Pace University				U	B	U	B	B		U	U	U		G	U		U		U	U	U	B		U	U	U	U		U	U
Russell Sage College			U	U	U			B		U	U	B			U		U		U	U	B	U		U	U		U			U
St. Bonaventure University				B	B	U		B			B	B			B		B		B	B		B	U	U						
St. Lawrence University				B				B		U	U				U		U		B	U		U		U						
Sarah Lawrence College				G						G			G		G									B						
Skidmore College			U	U	U			U		U	U	U			U		U		U	U		U		U						
Union College			B	B	B		B		B	U	U				U		B		B	U		U		B						
Vassar College			U	B				U		U	B				U		U		B	B		U		U						

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
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MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Wagner College				B	B			B		U	U	B			B		U		B	U		B								
Wells College			U	U				U		U	U				U		U		U	U		U		U						
Colleges																														
Bard College										U					U							U		U						
College of Mt. St. Vincent			U	U	U	U		U		U	U	U			U		U		U	U		U		U	U					U
College of New Rochelle				U	U	U		B		U	U	U			U		U		U	U	U	U		U						
College of St. Rose			U	B	B			B		U	U	U			B		U		U			B		U						
Concordia College				U				U		U					U						U	U		U	U		U			
Daemen College				U	U			U		U	U	U			U		U			U		U		U						
Dominican Coll. of Blauvelt					U			U			U	U			U		U			U	U	U		U						
Dowling College			U	U	B			B	U	U	U				U		U		U	U		U		U						
Eisenhower College		U	U	U						U	U				U		U		U	U		U		U						
Friends World College																								U						
Houghton College				U	U	U		U		U	U				U		U		U	U		U	U	U						U
Keuka College				U	U			U		U	U	U			U		U			U	U	U		U						
King's College				U	U			U		U	U	U			U		U		U	U		U		U						
Ladycliff College			U	U	U			U		U	U	U			U		U			U		U			U					
Marist College			U	U	B	U					U				U		U		U	B	U	U			U					
Marymount College			U	U				U		U	U		U		U		U		U	U		U		U						
Marymount Manhattan College				U	U			U		U	U	U	U		U		U		U	U		U		U	U					U
Medaille College						U		U													U	U		U						U
Mercy College				U	U			U		U	U	U			U		U			U	U	U		U	U	U	U			U
Molloy College				U	U			U		U	U	U			U		U		U	U	U	U		U						
Mt. St. Mary College				U	U			U				U			U		U		U	U		U								

Figure 3. PROFILE OF PROGRAM OFFERINGS
BY MAJOR SUBJECT AREAS

U: Undergraduate instruction only
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B: Both

MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	54
Nazareth College			U	U	U			B		U	U	U			U		U		U	U	U	U								
Nyack College								U		U					U					U		U	B							
Roberts Wesleyan College				U				U		U		U			U		U		U	U	U	U		U	U					
St. Francis College				U	U			U			U	U			U		U		U	U		U		U	U					U
St. John Fisher College				U	U	U		U			U				U		U		U	U		U		U						
St. Joseph's College				U				U			U		U		U		U		U	U	U	U		U						
St. Thomas Aquinas College					U			U		U	U	U			U		U			U	U	U		U						
Siena College			U	U	U						U				U		U		U	U		U								
Touro College				U							U	U			U		U		U	U		U		U			U			
Wadhams Hall															U															
Specialized Colleges																														
Albany Law School														G																
Bank Street College of Ed								G																						
Brooklyn Law School														G																
College of Insurance					B												U								U					
Juilliard School										B																				
Manhattan School of Music								B		B																				
Mannes College of Music										U																				
New York Law School														G																
NY School of Interior Design		U																							U					
Parsons School of Design		U								U															U					
Teachers College			G	G			G	G		G	G	G	G		G		G		G	G	G	G								

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MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Engineering or Technical Schools																														
Clarkson College				U	B				B						U		B		B	U		U		B						
Cooper Union		U					U		B	U							U		U						U					
N.Y. Institute of Tech		U		U	B	B	B	U	U	U		G					U		U			B			U			U	U	
Polytechnic Inst. of N.Y.				U	G		B		B								B		G			B		U						
Pratt Institute		B		U	U	B	B	B	U	B			U			G	U		U						U			U		
Rensselaer Polytechnic Inst.		B		B	B	B	B		B		U				B		B		B	B		B		B						
Rochester Institute of Tech		U		U	B	B	B	G	B	B		B	U				B		B		U			U	U	U	U	U	U	
Webb Inst. of Naval Arch									U																					
Seminaries																														
Cathedral College															U					U		U								
Christ The King Seminary																							G							
Colgate-Rochester Bexley Hall															G								G							
General Theological Seminary															G								G							
Hebrew Union College																							B							
Holy Trinity Seminary																							U							
Jewish Theological Seminary										G					G							B	B							
Maryknoll Seminary																							G							
Mt. St. Alphonsus Seminary																							G							
New York Theological Sem.																							G							U
Rabbi Isaac Elchanan Seminary																							G							U
St. Anthony-on-Hudson																							G							
St. Bernard's Seminary																							G							
St. Joseph's Sem. & College																							G							

Figure 3. PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREAS

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MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
St. Vladimir's Seminary																							G							U
Immac. Conception Rockville																							G							
Union Theological Seminary																							G							
Health Science Centers																														
Albany College of Pharmacy												U																		
Albany Medical College				G								G																		
A&M Schwartz Coll of Pharmacy												B																		
Cornell Medical College				G								B															U			
Mt. Sinai School of Medicine												G																		
NY Chiropractic College												G																		
NY Coll of Podiatric Med												G																		
NY Medical College				G								G																		
Rockefeller University				G								G					G		G	G				G						
Nursing Schools																														
Beth Israel Sch of Nursing																											U			
Columbia School of Nursing																											U			
EM Clark School of Nursing																											U			
Helene Fuld School of Nurs.																											U			
Long Island College Hosp.																											U			
Misericordia Hospital																											U			
Two-Year Schools																														
Academy of Aeronautics																												U		
Academy of Dramatic Arts																									U					

Figure 3. PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREAS

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MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Boricua College																								U						
Cazenovia College																								U	U		U			U
College for Human Services																														U
Culinary Institute																													U	
Elizabeth Seton College																								U	U		U			U
Harriman College																			U			U		U	U			U		U
Hilbert College																								U	U			U		U
Inst of Design & Construction																												U		
Maria College																								U	U		U			U
Maria Regina College																								U	U					U
Mater Dei College																								U						U
Paul Smith's College																								U	U			U	U	U
Trocaire College																								U	U		U			U
Villa Maria College																								U	U				U	U
PROPRIETARY																														
Adelphi Business School																									U					
Albany Business College																									U	U				
Berkeley-Claremont-Hicksville																									U					
Berkeley-Claremont-NYC																									U					
Berkeley School																									U					
Bryant & Stratton: Buffalo																									U	U				
Bryant & Stratton: Rochester																									U					
Central City Business Inst.																									U					
Collegiate Institute																									U					

Figure 3. PROFILE OF PROGRAM OFFERINGS BY MAJOR SUBJECT AREAS

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MAJOR HEGIS AREAS

INSTITUTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	49	50	51	52	53	54	55
Five Towns College																								U	U					
Interboro Institute																									U		U			
Jamestown College																									U					
Katherine Gibbs: Melville																									U					
Katherine Gibbs: NYC																									U					
Laboratory Inst of Merchandising																									U					
Monroe Busines Institute																									U	U				
NY Institute of Finance																									U					
Olean Business Institute																									U					
Powelson Business Institute																									U	U				
Rochester Business Institute																									U					
School of Visual Arts						U				U																				
Taylor Business Institute																									U					
Technical Careers Institute																												U		
Tobe-Coburn School																									U					
Utica School of Commerce																									U					
Westchester Business Institute																									U	U				
Wood School																									U					

Chapter 6

PROGRESS IN THE ALLOCATION OF RESOURCES TO MEET NEEDS

Goal: Responsiveness to Societal Needs. The State can obtain the development of postsecondary education system that is flexible enough to meet changing needs of the population.

Goal: Efficient Use of Resources. The optimal allocation of human, physical, and finanicial resources can be achieved through efficient planning and good institutional management. -

In the 1976 Statewide Plan, the Regents made no recommendations directly intended to further these goals. However, the Regents did approve, or approved with condition, nine recommendation by public and independent institutions. In endorsing these recommendations, the Regents associated themselves with the principles and programs proposed without subscribing to any bias which may be expressed or apparent in them.

1976 Sector Recommendations

By the State University of New York

3. The University will attempt to increase the enrollment of the College of Veterinary Medicine within available resources. Alternate funding methods, including federal, private, and interstate resources, will also be explored.

By The City University of New York

13. The University will take aggressive actions to assure the level of budgetary support adequate to conduct its educational program. It will work actively with the Regents and the Legislature to obtain State funding comparable to that for State University. It will strongly encouage the City to demonstrate its commitment to higher education by continuing to fund the four-year colleges. Sources of private support will also be pursued.

By the Commission on Independent Colleges and Universities

2. As fiscal resources dwindle and high school graduates decline, the Regents will be called upon to be more assertive in assuring that institutional competition for resources and students is both fair and constructive. It should be the role of the Regents to point out to the participants as well as to the Governor, the Legislature, and the general public that the common educational mission can never be relegated to priority status inferior to individual institutional interests.

7. Since this Commission on Independent Colleges and Universities has statutory responsibilities under the law, it is recommended that there be an annual State appropriation so that CICU can better fulfill its important role in the master planning process.

10. There is need for an annual review of the Bundy Aid Program to adjust the *formula to the realities of institutional living costs and the erosionary effects of inflation.*

13. Extend eligibility for the maximum TAP award from the present level of $2,000 net taxable family income to $8,000 net taxable family income. This would recognize the reality of near poverty in today's economy and the enormous burden of meeting tuition charges for families below moderate income levels.

15. Abuses of emancipation in the present tuition assistance program law be corrected.

18. The role of the independent sector in such specialized programs as engineering, medicine, law, dentistry, and nursing must be enhanced by requiring rigorous Regents review of proposals and new programs in these areas by government-sponsored institutions which would be redundant and add unnecessary additional burdens upon State tax.

19. The CICU recommends that the Regents urge the Legislature to provide full funding for all educational costs for the HEOP student. This would be the amount required above funds the campus is able to obtain from Federal sources and TAP to cover each HEOP student.

Total State appropriations for all higher educational purposes in the 1975-76 fiscal year were $1.230 billion and came to 12.3 percent of total State revenues, excluding Federal revenue sharing funds, of $9.974 billion. Total current-fund expenditures for higher education, from all sources of funds (State, Federal, local, and non-governmental) were $4.043 billion. That year serves as the base from which one measures progress in achieving the goals and fullfilling the recommendations set forth by the Regents in their 1976 Statewide Plan, which was issued in November of 1976.

THE 1976-77 YEAR

The 1976-77 year was one of major fiscal crisis for the City of New York and The City University of New York. Those financial problems were heaped, like Pelion upon Ossa, upon the Olympian mass of the State government's own fiscal troubles. It was not surprising, then, that the Legislature and the Governor took significant steps to slow down the growth of the State budget. Total current-fund higher education expenditures from all sources of funds are estimated to have been $4.216 billion, a four percent increase over 1975-76. Appropriations for higher education increased by only $14 million to a level of $1.274 billion in 1976-77 and the share of total State revenues allocated for this purpose fell from 12.3 percent to 12.0 percent. Total State revenues in that year were $10.611 billion, an increase of 6.4 percent over 1975-76.

State University of New York

The base budget of the State University of New York was reduced by $5 million and, with a $26 million increase in application of income funds, the total direct State appropriation for the University fell by $31 million. The results were cutbacks in enrollments, programs, and staff. State University had to increase undergraduate tuition for New York residents by $100 per year.

The City University of New York

State aid to The City University of New York was reduced by almost $10 million between 1975-76 and 1976-77, with City University sharply reducing enrollments and staffing as a result. City University imposed tuition for the first time on matriculated students who were residents of New York City. The policy of open admission was substantially modified to make the community colleges the principal point of entry.

Student Aid

The only significant increase in funding of higher education in 1976-77 was that for the Tuition Assistance Program, which continued to phase in an additional class of students on the new higher schedules which began when the Scholar Incentive program was replaced in 1974. Much of the $80.7 million, or 78 percent, increase is attributable to the eligibility for TAP of CUNY students paying tuition for the first time.

Aid to Independent Institutions

The Bundy Aid formula for direct support of independent institutions was increased by 12.3 percent between 1975-76 and 1976-77, providing an additional $6 million to these colleges and universities. Payments per degree were increased: from $300 to $330 for associate degrees, from $800 to $940 per bachelor's degree; from $600 to $650 per master's degree, and from $3,000 to $3,100 per doctoral degree.

Opportunity Programs

State appropriations for educational opportunity programs in the public institutions were reduced as additional Federal funds became available for student aid; and the funding of the opportunity program for independent institutions remained constant with, obviously, no progress towards the Regents goals of increasing enrollment and achieving equity of funding with the public programs.

Summary

In summary, one could see little progress during this fitful and fateful year of 1976-77 toward achievement of the Regents goals of enhancing access to higher education, broadening student freedom of choice, and improving quality. Access of students to the City and State Universities was reduced. The increase in Bundy Aid served to bolster somewhat the efforts and ability of the independent institutions to maintain programs, hold down the rise in deficits in unfunded student aid, and offer access to students requiring financial assistance. Increased funding of the Tuition Assistance Program in the availability of the higher awards to newly entering classes in both public and independent institutions improved access as well as freedom of choice. The impact on quality of education is hard to assess: student/faculty ratios in the public institutions were increased, numerous programs were eliminated, and faculty and staff were either dismissed or not rehired.

THE 1977-78 YEAR

Since the State budget is adopted in the spring of the year, the 1977-78 State fiscal and institutional academic year was the first year in which the goals and recommendations of the Regents 1976 Plan could receive explicit attention and support.

In the 1977-78 Executive Budget, the Governor requested $1.278 billion for higher education purposes. Total budgetary appropriations approved by the Legislature and the Governor initially came to $1.310 billion, for an increase of $35 million or 2.8 percent over the funds made available in 1976-77. However, by the end of the fiscal year total funding for higher education, including deficiency appropriations and other reallocations, rose to $1.360 billion, for an increase of $85 million or 6.7 percent over the previous year's level. This represented 12.0 percent of the State's total revenues of $11.302 billion, which had grown by 6.5 percent over the preceding year. Total higher education current-fund expenditures, from all sources of funds, are estimated to have been $4.372 billion, an increase of 3.7 percent over 1976-77.

State University of New York

State University received an increase in its base budget of $32 million but, with a decrease of $14 million in application of income funds and the inclusion of employee benefits, total appropriations rose by $52 million. Fixed and unavoidable increases in operating costs absorbed a substantial part of this increase; the University was held to enrollment levels close to those of the previous year which, in turn, had changed only slightly from those prevailing in 1975-76. Authorized faculty and staff positions were reduced by almost 700, following a reduction of some 1,600 positions during the 1976-77 year. Consequently, the overall student/faculty ratios increased slightly, continuing the trend of the past several years. In short, the University was asked to continue to stabilize enrollments and programs and, except for increased funding for the developing campuses, to stabilize its operating outlays and hold the line at what was apparently considered capacity for the mature units. Basic tuition rates remained unchanged and with increases in TAP awards, access to State University campuses remained available to those who could qualify under the admissions standards.

The City University of New York

Retrenchment at The City University of New York continued in the 1977-78 year, with total State aid decreasing by $1 million from the previous year to $129.8 million. This decrease was reduced by some $10 to $12 million below the 1976-77 level and the State increased its share of that budget, net of tuition and other receipts, to about 75 percent, as opposed to the previous share of 50 percent. Enrollment and staff and program reductions continued as the City and the University sought finanical stability. Access to the institutions of The City University of New York fell.

Student Aid

With $52 million of the $85 million increase in appropriations for higher education going to SUNY, the remainder was largely absorbed by a $30 million increase in funding of the Tuition Assistance Program. The original allocation for this program of $203 million was raised to almost $251 million as an increase in the maximum award from $1,500 to $1,800 and other changes were adopted via the deficiency budget in January of 1978. Here then, one did have gubernatorial and legislative action supporting the Regents goals of greater access and free choice. The liberalization of terms for TAP awards and increases in the award schedules closely paralleled recommendations which had been submitted by the Regents in their own legislative program.

Community Colleges

The community colleges under the program of State University received almost $3 million less in appropriations in 1977-78 than the sum made available in the previous year. The lower appropriation level reflected support of enrollment at the 1976-77 level and application of a new sliding formula of aid for enrollment growth. City University's community colleges continued to experience reduction in enrollment and a $5 million reduction in State support. The funding formula for these colleges was and is the same as that for SUNY's.

Aid to Independent Institutions

Bundy Aid to independent institutions rose by $4 million as the new higher formula adopted in 1976 received funding for a full academic year. Only a small part of the increased funding was attributable to growth in degrees conferred.

THE 1978-79 YEAR

The Legislature and the Governor have adopted a total State budget for 1978-79 of $12 billion, almost $740 million over that for 1977-78. Funding for all higher educational purposes comes to $1.5 billion, $140 million or 10 percent over the funds made available for 1977-78. Hence, higher education benefits by about 16 percent of the total increase in the State budget, raising its share of that budget from 12.3 percent to 12.5 percent. (In the 1978-79 Executive Budget, the Governor had requested $1.461 billion for higher education purposes.) It is projected that total higher education current-fund expenditures, from all sources, will be about $4.520 billion, or 3.4 percent above the estimate for 1977-78.

About 54 percent of the total $140 million increase for higher education goes to State University, and almost one-fifth of the increment goes to the Tuition Assistance Program. The senior colleges of The City University of New York receive an increase of almost $38 million, or 29 percent over the previous year's funding. The State's community colleges, both SUNY and CUNY, benefit by an additional $7 million. Aid to independent institutions remains constant, as does support of programs for disadvantaged students in all sectors.

State University of New York

While the State University had requested a total budget of $757 million or 13 percent over the funding for 1977-78, the Governor recommended $719 million, and the Governor and the Legislature provided a total budget of $725 million. As the University's debt service requirements continue to rise, the allocation of income funds to the operating budget was again reduced, by $17 million. This reduction of income funds, coupled with the addition of funds for employee benefits, brings total appropriations for the "regular" operations of the State University to $764 million, an increase of about $75 million or 11 percent over the 1977-78 level.

The increased funding of SUNY is attributable mainly to two sources: continued growth in enrollment and operating expenditures of the emerging campuses and the Health Science Centers and increases in fixed costs which are largely unavoidable. The budget provides for a net increase of only 1,000 full-time equivalent students, most of them in the emerging campuses and the remainder at the University Centers, the Health Science Centers, and the Agricultural and Technical Colleges. Budgeted enrollment for fall 1978, however, may be about 5,000 above the actual enrollment for the fall of 1977, which turned out to be lower than that budgeted.

Although the increase in the University's budget appears significant in size, it must be noted that national inflation continues at a rate between 6 and 7 percent a year and this inflation rate affects colleges and universities, both public and independent, as it does all other enterprises and activities in the nation's economy. Energy costs continue to rise and have become a large element in institutional budgets. Mandated wage and salary increases, as well as those which are negotiated through the bargaining process and which must be made to compensate for the inexorable inflation, also contribute heavily to increased budgetary requirements.

The City University of New York

State aid for the senior colleges of the City University is increased by $38 million or about 29 percent to a level of $168 million for 1978-79. The funding is based upon a 75 percent State share of the approved operating budget of the City University, net of tuition and other receipts. As other sections of this Progress Report indicate, enrollment levels of the City University continue substantially below those of the early 1970's. But the increased funding of State aid and total size of the City University budget does reflect some restoration of cuts that have been made in the past two years.

Student Aid

As a result of changes in the Tuition Assistance Program adopted in the 1978 legislative session, the program has total funding of $238 million, for an increase of almost $24 million, or 11 percent, over the previous year's level. A second entering class of students will be eligible for the higher awards under the new $1,800 maximum schedule, the undergraduate minimum TAP award is raised from $100 to $200, the State University's $25 college fee is to qualify as a tuition charge, and the ceiling on adjusted net taxable income for the maximum award is raised from $2,000 to $2,750. It is noteworthy that the Tuition Assistance Program now commands funds equal to more than 30 percent of the total appropriations for the State University. Channeling of funds for higher education to and through students is the most effective way in which to provide and strengthen access and freedom of choice. There is little doubt that the enrollment distribution trends noted above are affected by the level and structure of this major student aid program in New York State. While access and choice are directly affected by this program, educational quality must also be enhanced by the competition among institutions, both within and between the independent and public sectors. The Regents look with favor and approval upon the continued development of the Tuition Assistance Program as the major source and provider of student access and choice.

The Governor and the Legislature also approved two new forms of aid to students which are not reflected in appropriations for State expenditures. The first is the PASS (Parents And Students Savings) Plan, which allows a New York taxpayer to exclude from income, for State income tax purposes, contributions of not more than $750 per dependent per year, to a maximum of $7,500 per dependent, to a trust fund or custodial account for the future higher education expenses of the taxpayer's dependents. The second allows a State income tax deduction of one-half of tuition paid to a degree-granting institution in New York State, less any TAP award, up to a maximum of $1,000, except in any year for which disbursements are made from a PASS Plan fund.

PROGRESS SINCE THE 1976 PLAN

Despite the financial problems of the City University, restraints upon the budgetary growth of the State University, and relatively small increases in appropriations for other programs, the Regents see progress being made over the past two years in the achievement of basic goals. At least two areas require increased attention: (1) a higher level of support for educational opportunity programs for disadvantaged students to permit increased enrollments and, particularly, a higher level of funding for the program for independent insitutions to bring that funding in line with that of public institutions; and (2) increased aid to health professions education, including direction of funds to improve the geographic and specialty distribution of health practitioners and to increase the utilization of auxiliary personnel. The Regents look to legislative and gubernatorial attention to these areas, as well as to the maintenance of appropriate funding levels for all other higher education activities over the remaining two years before the preparation of their 1980 Statewide Plan.

Finally, as the Regents complete this review of developments since the 1976 Statewide Plan, they must emphasize their view that much more needs to be done to broaden and improve access to higher education in the State and to promote student freedom of choice of the institutions they wish to attend. Although Tuition Assistance Program awards have been increased by about 20 percent by 1978 legislative action and other terms and conditions of the program have been liberalized, the "tuition gap" between public and independent institutions continues to widen in both relative and absolute terms. In recent years the Regents have pointed out, in a number of published documents, that the cost of providing higher educational services differs very little between public and independent institutions. There are, in fact, wider differences in the cost of education among institutions within the independent sector than there is between the average cost in that sector and in the public sector. This finding should not be surprising, since the major factors that generate costs are common to both public and independent institutions: methods of instruction; facilities employed; market price of materials, supplies, and services; and so forth. On the average, independent institutions finance between 70 and 100 percent of their educational operating budgets through tuition receipts. In the public sector, tuition charges and receipts supply 25 percent or less of operating funds.

Operating costs of institutions have been increasing at a rate of about 7.5 percent per year over the past 10 to 15 years. Independent institutions have increased their tuition rates by about the same percentage as costs have increased, since income from these charges must keep pace with costs. While three years ago the tuition charges of the State University and the community colleges came close to one-third of the cost of education per student and one-third of the average tuition rates of independent institutions, those charges, having remained virtually constant, now come to less than 25 percent of the cost of education. Consequently, the tuition gap has widened in both absolute and relative terms.

More important, the weighted average tuition charge for full-time undergraduate students in the independent sector in 1977-78 was more than $3,100, an increase of more than $400 above the level of 1975-76. Hence, the maximum tuition assistance award of $1,800 still leaves a charge of more than $1,300 to be covered by most independent college students and their families or by other sources of support. This net figure is almost double the standard full tuition charge for lower division students in the State and City universities, while that charge is also reduced substantially by tuition assistance awards. The result, of course, is that the net amount payable to students and their families in independent and public institutions differs substantially.

The Regents believe that full equality of access and full freedom of choice can only be realized when the net cost of attendance at comparable public and independent institutions is equal. At the same time, they acknowledge that freedom of choice in higher education must also carry some price in itself and that some net differences in cost of attendance may be justified. But the Regents believe that this price should be far less than the absolute and relative differences in costs of attendance which now prevail and that the State should continue to make strong efforts not only to increase the awards and liberalize the terms of the Tuition Assistance Program but to develop other major changes in the financing of higher educational institutions and programs.

Table 24. State Appropriations for Postsecondary Education
State Fiscal Years 1975-76 through 1978-79
(in millions)

	1975-76		1976-77		1977-78		1978-79		Change, 1975-6 to 1978-9	
	amount	percent	amount	percent	amount	percent	amount	percent	amount	percent
State University of New York[1]	$ 667.4	54.3	$ 636.7	50.0	$ 688.3	50.6	$ 763.6	50.9	$ 96.2	14.4
City University of New York[2]	140.4	11.4	130.8	10.3	129.8	9.6	167.7	11.2	$ 27.3	19.4
Community Colleges[3]	148.0	12.0	156.0	12.2	157.0	11.5	164.2	10.9	$ 16.2	10.9
Aid to Independent Institutions										
Bundy Aid	57.4	4.7	62.7	4.9	66.6	4.9	68.0	4.5	$ 10.6	18.5
Health Professions	19.0	1.5	16.1	1.3	14.1	1.0	15.3	1.0	($ 3.7)	(19.5)
Special Grants	.8	0.1	0	-	2.6	0.2	.6	.1	($ .2)	(25.0)
Student Aid										
TAP	103.5	8.4	184.2	14.5	214.6	15.8	238.2	15.9	$134.7	130.1
All other	29.5	2.4	25.7	11.9	23.9	1.8	21.5	1.4	($ 8.0)	(27.1)
Programs for the Disadvantaged	44.2	3.6	39.0	3.1	36.4	2.7	35.8	2.4	($ 8.4)	(19.0)
Other State Education Dep't.	7.9	0.6	8.0	0.6	9.9	0.7	11.0	.7	$ 3.1	39.2
Other State University	2.2	0.2	2.1	0.2	3.4	0.2	4.0	.3	$ 1.8	81.8
Other State Agencies	9.4	0.8	12.8	1.0	13.7	1.0	15.1	.7	$ .7	7.4
TOTAL Appropriation	$1,229.7	100.0	$1,274.1	100.0	$1,360.3	100.0	$1,500.0	100.0	$270.3	22.0
State Revenues	$9,974.0		$10,611.0		$11,302.0					
Total Higher Education Current Fund Expenditures (from all revenue sources)	4,043.0		4,216.0		4,372.0		4,520.0		477.0	11.8

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1. Regular Operations, Adjusted
2. Excludes Community Colleges
3. Includes both SUNY and CUNY Community Colleges

PROGRESS ON THE ALLOCATION OF RESOURCES TO MEET NEEDS IN FULLFILLMENT OF THE REGENTS RECOMMENDATIONS IN THE 1976 STATEWIDE PLAN

Recommendation #1: That additional opportunities be provided for residents of those counties where the postsecondary-going rate is less than 50 percent. This can be accomplished by contracts between the counties and nearby independent colleges or by services provided by nearby State University colleges and centers.

Comment: In the past two years, a different approach than that recommended by the Regents -- contracts with independent colleges or State University campuses -- has been taken. Rather, with one exception, every county not sponsoring a community college nor having an agricultural and technical college located within its boundaries has contracted with an existing community college for educational services.

If the 39 counties that were below the 50 percent level in 1977 were raised to that level, the impact would be some 10,000 additional undergraduates per year, statewide. These students would require some $30 million per year in higher education expenditures (at $3,000 per student) from all sources (tuition, private gifts and grants, institutional resources, and State, Federal, and local appropriations). Considering that total current fund expenditures by all postsecondary institutions for 1978-79 is projected to be more than $4½ billion, this would be an increase of less than one percent. The share to be borne by the State would depend on the types of institutions attended and the types of aid provided.

Recommendation #2: That higher education institutions continue their efforts to enroll women and minority students at all levels of academic study, especially graduate study.

Comment: Resource allocation is not involved in this recommendation except to the extent that disadvantaged students are largely minority students. State appropriations for opportunity programs in all sectors have declined by almost 20 percent over the past three years. During that same period, appropriations for HEOP have remained constant, and neither the per capita level of support nor the number of students enrolled has increased. The Regents continue to recommend parity of funding of HEOP with the programs in the public institutions. Enrollment in the educational opportunity programs of the public institutions has declined somewhat. The proportions of women and members of minority groups among full-time undergraduates has increased markedly, however.

Recommendation #3: That the enrollment in State-funded opportunity programs be increased to 37,000 in 1980.

Comment: There is no progress to report. Since 1975-76, budgeted enrollments in opportunity programs have declined from 34,000 in 1975-76, to 32,700 in 1976-77, to 32,060 in 1977-78. If this increase should be enacted, the cost to the State would be an additional $2.55 million per year, presuming the students were spread evenly over the three sectors and funding were held at 1977-78 levels.

Recommendation #4: Public sector enrollment goals.

Comment: Resource requirements for the achievement of these enrollment goals have been projected and are implicit in the projections.

Recommendation #5: Independent sector enrollment goals.

Comment: Institutional budgets and pertinent State institutional (Bundy) and student (TAP) aid programs will reflect funding required to meet these goals as set forth above.

Recommendation #6: As a long-term goal, and if funds become available, State financial aid be extended to part-time students.

Comment: There has been no progress toward this goal. Such a program of financial aid has been a long-term goal of the Regents since 1972. The rationale for the Regents recommendation was largely in terms of opening access to people who, because of jobs, family situations, and other responsibilities and burdens, are unable to pursue postsecondary study full-time. In 1978, the Senate passed a bill (S.8295-A) which would extend TAP to part-time students. The program in Senate bill 8295-A is estimated to cost $12 million in its first year, and $40 million when fully phased in, beginning in its third year. If enacted, that program would serve some 35,000 students in its first year, 60,000 in its second, and 100,000 in the third. Projected costs after the third year would reflect enrollment trends.

Recommendation #7: The elimination of barriers to equality of opportunity for doctoral studies for women and minority group members.

Comment: Resource allocation is not involved in this recommendation, except to the extent that women and minority students may need greater financial assistance to attend.

Recommendation #8: The coodination of planning of graduate program offerings at all institutions to avoid needless duplication, to make the best use of available resources for meeting program needs, and to maintain quality at high levels. The development of consortia is encouraged. In particular, in the next four years efforts should be made to develop a New York City consortium for offering doctoral programs in various fields where faculty strengths and other resources are complementary.

Comment: See Chapter 5. Any consortial arrangement which allows shared faculty, facilities, and library resources would save the institutions and the State money. As resources become scarcer, such arrangements become important, especially for graduate education which is expensive and specialized.

Recommendation #9: A change of emphasis in doctoral programs, where called for, to take into account shifts in the kind of education and training appropriate to students' future careers and the changing needs of society that doctorates will be expected to serve.

Comment: There are no explicit cost implications to this recommendation. Institutions generally concentrate resources where demand is greatest. Students are becoming increasingly aware of employment prospects when selecting a field of study. Such self-selection in a free society strengthens the system and provides trained individuals to meet the manpower needs of society.

Recommendation #10: Identification of nontraditional markets of doctorates and the integration of program mission, curriculum, and student placement.

Comment: There are no explicit fiscal implications. By placing highly skilled individuals with doctorates in nontraditional markets, the pool of talented persons in the State is increased, which helps the economy.

Recommendation #11: Experiments in nontraditional kinds of graduate programs, especially Doctor of Arts, for new clienteles should be carried out, provided there is no diminution of quality.

Comment: Resource allocation is not necessarily involved in this recommendation and, if it were involved, it would be impossible to estimate. Creating nontraditional graduate programs usually involves a shift of existing resoures into new areas rather than the need for additional resources. Individual master plan amendments are required for the initiation of new Doctor of Arts programs, as for all new doctoral programs; resources are one of the elements considered at the time by the Regents, and in the case of public institutions, also by the Governor.

Recommendation #12: Supply and demand should be considered in planning academic programs that prepare students for specific careers. Institutions offering such programs should provide students with current information on placement and promote liaison between faculty and employers.

Comment: This recommendation does not involve resource allocation except to the extent that institutions may shift resources to meet these needs or increase outlays slightly.

Recommendation #13: Colleges and universities preparing school personnel are urged to:

a) Counsel students interested in teacher preparation about the supply-demand prospects for teachers.

b) Consider consolidation or elimination of preparatory programs which show a low rate of placement in elementary and secondary schools.

c) Identify supplementary or alternative carer opportunities for persons enrolled in teacher education programs.

Comment: Recommendation #12 reinforces this recommendation. The principles outlined in this recommendation are part of the planning institutions need to do and which the Statewide Plan should coordinate. Resource allocation is not involved.

Recommendation #14: The Regents policy is that the ratio of physicians to population statewide, by geographical area, and by specialty of practice, must be adequate to meet the public's need for health care. To assure this, there must be an appropriate number of physicians graduated annually in the State. To accomplish this, it is our conclusion that at least 2,000 physicians should be graduated annually in New York State by no later than 1990.

Comment: Additional funds would be needed to support both the public medical schools and the independent schools to increase the supply of physician graduates. The rate of increase would be less than two percent per year as the State moves from 1,633 graduates in 1978 to 1,857 in 1985 to 2,000 per year by 1990.

Chapter 7

SUMMARIES OF SECTOR PROGRESS REPORTS

Reports of progress in meeting the goals they set in their 1976 master plans, and in meeting the goals set by the Regents in the 1976 Statewide Plan, have been prepared by The City University of New York, the State University of New York, and each independent institution, including non-profit and proprietary institutions authorized by the Regents to grant degrees in specific programs. The Commission on Independent Colleges and Universities has prepared a consolidated progress report for the independent sector based on the progress reports of its member institutions.

The following material summarizes the 1978 progress reports of The City University of New York, the Commission on Independent Colleges and Universities, and the State University of New York. The summaries of the CUNY and SUNY reports were prepared by the Education Department; the summary of the cicu report was prepared by the staff of the Commission. In each case, care has been taken to reflect accurately the content of the sector's report as formally presented. The inclusion of these summaries in no way implies approval by the Regents of any proposal, resolution, language, or apparent bias in those reports.

SUMMARY OF THE 1978 PROGRESS REPORT OF THE CITY UNIVERSITY OF NEW YORK

Over the past three years the City University has experienced unprecedented changes as a result of New York City's fiscal crisis. The University's budget has been reduced by $73.5 million since 1975. There have been major reductions in faculty, staff, and services. Tuition was imposed for the first time in the University's history in 1976. Headcount enrollment has fallen by 30 percent since 1975.

A long-range planning committee of the Board of Higher Education is now conducting a major review of all aspects of the University. The Progress Report discusses progress made on the recommendations made in the 1976 Master Plan and should be read in conjunction with The Proposal of the Board of Higher Education for Facilities Needed through 1990 (adopted May 29, 1978).

Reassessment of University Mission

The University undertook to review its mission and the missions of its component colleges in the Proposal for Facilities Needed through 1990.

Relationship to the City

In order better to contribute to the economic development of New York City and in response to student demand, the colleges of the University have increasingly focused their resources on preparing students for careers in business, industry, and government. The number of degrees awareded in career-related curricula has risen by 6 percent since 1970. The community colleges are especially oriented toward career training. The University offers programs of continuing education for municipal employees in conjunction with District Council 37 (AFSCME) and with the City in the Urban Academy. The City University has joined in a consortium with New York University, Columbia, Fordham, and the New School for Social Research to offer a limited number of doctoral programs.

Students

In the spring of 1977 the City University conducted a survey of its student population which corroborated long-held opinions about its distinctive characteristics in comparision with the general population of students in American colleges and universities. CUNY students are older: the majority are over 21 years old and 20 percent are over 30. Students in community colleges are older than those in senior colleges, and part-time students are older than full-time students. CUNY students are poorer than the national average: 26 percent of students in the senior colleges and 40 percent of those in community colleges had annual family incomes of less than $8,000. Although the majority lived in their parents' homes, 40 percent were heads of households. Fifty-seven percent has jobs during the semester, and 14 percent more were looking for work. CUNY students came from poorer educational backgrounds; they were three times more likely than the students represented in national surveys to have fathers who had not completed the eighth grade. CUNY students were more likely to come from minority groups: more than one-third of senior college students and more than one-half of community college students were black or Hispanic.

Headcount enrollment at CUNY fell by 75,000 since fall 1975 as a result of the introduction of tuition and of retention standards and changes in admissions standards. The City University now requires that students have a high school average of 80 or above, or be in the top 35 percent of their high school graduating class, to be admitted to any of the senior colleges except John Jay, which may require only a 75 average. All other applicants are assigned to the community colleges. As a result of these new admissions standards, the balance of first-time freshmen has shifted from 47 percent in community colleges and 53 percent in senior colleges in 1975 to 60 percent in community colleges and 40 percent in senior colleges in 1977.

The City University Assistance Program (CAP) was established in 1976 to aid part-time students, who have long been an important component of the City University's enrollment. In the first year of the program 30,000 students benefitted. In 1977-78, because of State restrictions, CAP was not available to senior college students but only to community college students financed by the City. The cutback forced students to drop out of college or to switch to full-time status. The adverse effects are most serous for the large number of adult students who cannot attend full-time because of jobs or family responsibilities and who are in special need of aid because they are financially independent.

Recent changes have improved the academic quality of the student body. The proportion of incoming freshman with high school averages below 70 has fallen from 24 percent in 1975 to 18 percent in 1977. This improvement in academic quality is most notable in the senior colleges. The responsibility for remedial education is increasingly concentrated in the community colleges, where the open admissions policy for all New York City high school graduates has been preserved.

The University has expanded its program of non-credit continuing education during the past two years. In part this expansion will satisfy the demand created by the Board of Education's severe cuts in the adult education program in the public schools of the City.

Enrollment Projections

New admissions standards, the imposition of tuition, the development of retention standards, and especially changes in the birth rate will affect future enrollment. After 1980 the decline in the birth rate will reduce by one-third the number of students entering the City University directly from high school. This decline will be offset partially by increased adult enrollment as the post-World War II "baby boom" cohort moves into the adult years, as the job market tightens, and as manpower needs shift. Detailed enrollment goals are presented in the *Proposal for Facilities Needed through 1990.*

The Academic Program

The University has conducted a thorough evaluation of its academic programs since 1976. A greatly improved data base has facilitated the analysis of resource allocation and cost effectiveness. The University has consolidated or eliminated programs in some areas, including most notably 61 programs at the master's level. Various programs in nursing and health technologies were eliminated or scaled down following recommendations of a task force of medical and health science professionals and educators and in response to a recently developed oversupply of allied health professional in New York City. Several industrial technology programs in community collges were eliminated in 1977 in response to the changing needs of business and industry. The severely constricted job market for teachers has resulted in substantial enrollment declines in teacher education programs at the graduate and undergraduate levels. The University is studying what further adjustments are needed to maked teacher education programs responsive to employment conditions. The University continues to evaluate all academic programs for quality, cost effectiveness, and responsiveness to market conditions. In the next two years it will concentrate on programs in the performing arts and foreign languages.

In 1976 the Board of Higher Education resolved that students must demonstrate proficiency in the basic skills before entering the upper division of four-year colleges. A faculty committee appointed to consider ways of implementing this policy recommended testing students in reading, writing, and mathematics upon entry into the University and again in writing proficiency at the end of a credit-bearing freshman composition course. The committee also recommended criteria for assessing students' skills. The tests will be administered in the fall semester.

Faculty

As a result of the major dislocations since 1975, the University was forced to release a large number of faculty members. The retrenchment policy, based substantially on seniority, affected younger members most, including many women and members of minority groups. Another effect of this retrenchment policy was to increase the proportion of the faculty that was tenured from 45 percent in fall 1975 to an estimated 80 percent in 1978. This reduces the University's ability to hire faculty with new skills and to develop new programs. The retrenchment policy adopted also resulted in an enormous reduction in part-time faculty members. This has the effect of raising instructional costs and limiting the University's ability to hire people with specialized skills for special courses.

Facilities

The Proposal for Facilities Needed through 1990 addresses this issue in detail.

Financing the University

The City University encourages the City to continue to contribute a portion of the budget of the senior colleges, as well as the community colleges, so that the senior colleges may continue to focus on the special needs of the City, its residents and economy.

Management of the University

During the last year the Unversity has introduced a new payroll system at the senior colleges and a new financial management system at the community colleges. Data on students are now almost completely automated, giving the University a more complete picture of the student population and its needs. The system of delivering financial aid to students is now being revised so that resources can be more equitably distributed on the basis of need.

SUMMARY OF THE 1978 PROGRESS REPORT OF THE COMMISSION ON INDEPENDENT COLLEGES AND UNIVERSITIES

Chapter One - Recommendations to the Regents

It is observed that the approach taken by the State University and the City University toward master planning inhibits better inter-sector relations. Their reports are written without acknowledgement that the independent sector also serves the public interest. In the section "Maintenance of the Independent Sector," it is observed that the Governor has been critical of the Regents 1976 Statewide Plan for not offering any long-range plan beyond 1980. The Eggers Plan is described as a long-range plan that would promote enrollment stability in the 1980's and 1990's.

The section on construction reports on the clcu trustees' resolution that suggests prohibition of construction that would increase enrollment capacity.

It is noted in the section "Government Reporting Requirements" that the single most intense recommendation from member institutions urged the Federal and State governments to cut back on the number of reports that are requested of institutions.

Chapter Two - Mission and Goals

The centrality to the curriculum of the liberal arts and sciences has been affirmed by many institutions which have re-examined their mission and goals, and this fact seems to be true even as colleges strive to give more attention to students' career aspirations. Renewed attention is being given to academic standing and the core curriculum.

It is emphasized in the section on "Admissions Policies" that the independent sector has made great strides toward increased accessibility for women and minorities, but further advances are dependent upon continued improvement of the Tuition Assistance Program and the Higher Education Opportunity Program.

The research capacity of the universities is of vital importance to the economic recovery and generation of new business and employment opportunities in New York State.

Chapter Three - Public Service of the Independent Sector

Public service by the independent sector is a third dimension of higher education that is not underwritten by New York State tax revenues. Various examples are given that illustrate what the independent sector contributes to the State's quality of life. The potential of these schools that could be used to strengthen New York State has been scarcely tapped.

Chapter Four - New Developments

Note is made of intensified recruitment of students and efforts to strengthen academic standards. Advisement and counseling services for students seem to be receiving renewed emphasis.

Chapter Five - Quality Education

This chapter addresses problems of graduate education, faculty, and libraries. It is enlightening to learn that the great majority of doctoral recipients by reporting institutions (better than 96 percent) have obtained jobs in some way related to their disciplines, and that 30 percent of those receiving the doctoral degree were women.

Tenure ratios at independent institutions seem to be acceptable but increasing numbers of schools are developing alternatives such as renewable contracts. There is growing difficulty in holding down the percentage of tenured faculty and to open opportunities for tenure for women and minorities because of stabilizing enrollments, fiscal constraints, and changes in the Federal mandatory retirement age laws.

Efforts to maintain the quality of library collections face mounting pressure because of the inflationary rise in cost of paper products. As a result, collaboration in sharing library resources has significantly increased in recent years.

Chapter Six - Responsiveness to Societal Needs

Independent two-year institutions have been highly effective in placing their graduates or encouraging their students to continue their education. For those transferring to a four-year school, the Associate in Arts and Associate in Science degrees are highly acceptable whereas the Associate in Occupational Studies degree is still not widely recognized for transfer credit.

The experience of independent colleges and universities in placing students from teacher education programs is better than the statewide average of about 11 percent. From the statistics of those colleges that reported their placement rate, it seems fair to estimate that better than half of the students in education programs at independent schools have been placed. On the graduate level students who seek advanced degrees in education already have jobs. On the undergraduate level colleges have developed imaginative combinations of programs and have given much attention to career counseling with apparently good results.

The extension centers of independent colleges and universities are meeting a need for students that are not of traditional college age. Most of the centers serve students seeking graduate study. The greatest concern of independent institutions is the definition of an extension center. Further, there is a need to define a form of off-campus site that is neither a branch campus nor an extension center.

Chapter Seven - Efficient Use of Resources

Enrollment. The independent sector expects to increase in full-time enrollment through 1980, but by 3.7 percent less than was projected in 1976. In 1976 there was predicted a 5.4 percent decline in enrollment in 1984 from the projection for 1980; the revised figure indicates a drop of only one percent. Thus the following figures give a revised full-time enrollment estimate:

	1978 Projections:	
1977 Actual	1980	1984
231,006	241,344	238,818

Full-time undergraduate enrollment is expected to increase through 1980 but not as much as was projected in 1976 (+9.4 percent and +3.9 percent), but neither is the decline by 1984 expected to be as sharp (-6.8 percent and -1.6 percent). There is relatively no change in projections for graduate and first-professional enrollments.

The following is a breakdown for undergraduates, graduates, and first-professional students:

		1978 Projections:	
	1977 Actual	1980	1984
Undergraduate	189,050	196,517	193,360
Graduate	29,865	32,068	32,462
First-professional	12,091	12,759	12,996

Part-time undergraduate and graduate enrollments are expected to continue to increase through 1984 but by not as sharp an incline as was projected in 1976.

Physical Facilities. The cIcu Board of Trustees passed a resolution that recommended that there be no construction in any sector for the purposes of increasing enrollment capacity. A survey by the cIcu in December 1977 revealed that 74 institutions had $234 millions of new construction, conversion, and renovation of facilities planned for the next seven years. Most of the new construction will be for research facilities, libraries, student services, and instructional facilities.

For the first time the Regents surveyed rented facilities. Only 2 percent of the independent sector's physical facilities are rented and two-thirds of this amount is for instruction and residences.

Institutional Finances. Independent institutions are growing ever more dependent on tuition for operating revenues while income from endowment and gifts and grants becomes less reliable. The section of this report on student charges shows that many institutions will charge tuition rates in fall 1978 that were previously projected in the 1976 master plans for 1980. Thus it is expected that tuition charges will increase over the next five years at a faster rate than the cost of living index.

Chapter Eight - Freedom of Access and Choice

In the past two years 3,300 high school students have participated in early admission programs at independent colleges and universities. At the same time an impressive number of colleges are offering college courses at high schools. Independent institutions have experimented with non-traditional programs both in methods of instruction and within various time-frames. In order to maintain quality of these programs, institutions evaluate student progress by comparing results to those of more traditional programs. There has been concern expressed by schools about the commitment of the Regents to these non-traditional forms of education.

SUMMARY OF THE 1978 PROGRESS REPORT OF THE STATE UNIVERSITY OF NEW YORK

Preface

The State University has deleted from consideration in the Progress Report the recommendations it made in the 1976 Master Plan which pertain primarily to the internal operations of the University. It looks forward to the opportunity to meet with representatives of the Regents and of the other sectors to discuss appropriate items for inclusion in future planning documents. Major changes reported in the Progress Report include lower enrollment targets and a revised master capital plan.

Recommendation #1: Access for Transfer Students (5)*

The transfer rate of two-year college graduates to SUNY senior institutions, projected in 1972 to increase significantly, has not fluctuated by more than one percentage point in the last five years. Transfer students have found access to an appropriate senior institution within the State University system. However, some senior institutions have not met targets for full-time transfers.

Recommendation #2: Access to Doctoral Resources (18).

The University's commitment to high quality doctoral programs has been maintained by internal and external evaluations, followed in many instances by decisions to reallocate resources, to deactivate, or to consolidate programs. The State University Doctoral Council reviews and coordinates these campus decisions. Discussions about the development of University-wide degree programs are now being held.

Recommendation #3: Increased Enrollments, College of Veterinary Medicine (32).

The State College of Veterinary Medicine has entered into contracts with several New England states and New Jersey to train students from those states with the neighboring states paying the difference between the cost and the student's tuition plus Federal capitation payment. Thirty-one students enrolled in the College under these arrangements in 1976 and 1977.

Recommendation #4: University-wide Religious Studies Program (34).

Three professors supported by non-State funds have been appointed to the Religious Studies program at Stony Brook, which will be the nucleus of a University-wide program. In addition, the University has sponsored symposia, especially at liberal arts colleges, to stimulate interest in religious studies.

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*The number in parentheses represents the number of the recommendation in the 1976 Master Plan of the State University of New York

Recommendation #5: University-wide Degree Programs (43).

A program of Intercampus Doctoral Fellowships and Grants-in-Aid in the three disciplines of geology, philosophy, and anthropology was introduced in the fall of 1977 as a step toward University-wide collaboration at the doctoral level.

Recommendation #6: Non-residential Master's program (45).

In May 1976 the Board of Trustees approved an amendment to the University master plan authorizing the State University to grant the Master of Arts degree at Empire State College. The amendment is now being considered by the State Education Department, which has not yet submitted it to the Regents for action.

Recommendation #7: Enrollment, State Operated Campuses (62).

The State University has revised downward its 1976 Master Plan projections for enrollments at State-operated campuses in 1980-81 and 1984-85 in the light of recent projections by State agencies for slower than expected population growth and the declining number of high school graduates. The new projections allow for the University to continue to enroll its current proportion of the State's traditional full-time, first-time students, to provide transfer access for graduates of State University two-year colleges, and to meet the educational demands of the growing adult population. For 1980-81 the State University has lowered its projected range for full-time equivalent enrollments at State-operated campuses from 184,000-191,000 to 172,000-176,000. For 1984-85 the projected range has been lowered from 191,000-195,000 to 175,000-185,000.

Recommendation #8: Enrollment, Community Colleges (63).

The State University has also revised downward its projections for enrollments at community colleges. Because of conflicting factors which may have an impact upon student enrollment choices, it is more difficult to project community college enrollments accurately than enrollments at four-year institutions. The full opportunity committment of these colleges, increased interest in career education, the growing trend toward retraining of working adults, the declining number of recent high-school graduates, expanding opportunities at senior institutions, and growth in part-time enrollments, all may affect future enrollments at community colleges.

For 1980-81, the State University has lowered its projected range for full-time equivalent enrollments at community colleges from 125,000-130,000 to 114,000-118,000. For 1984-85 the projected range has been lowered from 125,000-130,000 to 110,000-118,000.

Recommendation #9: Construction Priorities (64).

In October, 1977, a revised Master Capital Plan 1977-85, based on a review of the campuses' requirements and priorities, was submitted to the SUNY Board of Trustees. The major portion of the projects proposed in this plan for the 1978-79 Capital Construction Program is required to meet the needs of current enrollment and academic programs.

Recommendation #10: Selective Dormitory Construction (68).

All new requests for campus housing will be preceded by intensive studies of present and projected housing needs and supplies, including the supply of private housing. In 1977-78 the State University requested funds for the planning and construction of housing for the Main Campus and the Health Sciences Center at Stony Brook. This project will require no State subsidy and will provide student housing at current rental levels. Studies of housing are presently underway at other developing or rapidly expanding campuses, and at those with long histories of "tripling" in housing.

Appendix A

MASTER PLAN AMENDMENTS APPROVED
BY THE REGENTS SINCE NOVEMBER 1, 1976

INDEPENDENT INSTITUTIONS

Alfred University (5-27-77)

Authorized the establishment of a branch campus in Rochester and, on 6-24-77, authorized the establishment of an upper division program in Nursing leading to the degree of Bachelor of Science (B.S.) at that branch campus.

Alfred University (7-29-77)

Authorized the establishment of a program in Community Services Administration leading to the degree of Master of Professional Studies (M.P.S.).

Clarkson College (4-29-77)

Authorized the establishment of a program in Biology leading to the degree of Bachelor of Science (B.S.).

Columbia University (1-25-78)

Authorized the establishment of a program in Biostatistics leading to the degree of Doctor of Philosophy (Ph.D.).

Elizabeth Seton College (11-18-77)

Authorized the establishment of a program in Practical Nursing leading to a certificate.

General Theological Seminary (5-27-77)

Authorized the establishment of a program in Theology leading to the degree of Master of Arts (M.A.).

Hamilton College (3-31-78)

Authorized Hamilton College to become a coeducational institution and to offer, until June 30, 1980, a program in Elementary Education leading to the degree of Bachelor of Arts (B.A.).

Hartwick College (4-21-78)

Authorized the establishment of a program in Management leading to the degree of Bachelor of Arts (B.A.).

Hofstra University (9-22-78)

Authorized the establishment of branch campuses at District Council 37 of the American Federation of State, County and Municipal Employees and at District 65 of the Distributive Workers of America and to offer at those locations a program in Applied Social Science leading to the degree of Bachelor of Science (B.S.).

Jewish Theological Seminary (5-26-78)

Authorized the reclassification of certain programs formerly classified as programs in "Theology" to programs classified as "Fine and Applied Arts," "Letters," and "Social Sciences."

Manhattan College (7-28-78)

Authorized Manhattan College to award the degree of Master of Business Administration (M.B.A.) to duly qualified students completing registered curricula.

Marist College (9-30-77)

Authorized on a permanent basis the continuation of an existing program in Business Administration leading to the degree of Master of Business Administration (M.B.A.) and an existing program in Community Psychology leading to the degree of Master of Arts (M.A.).

Marymount Manhattan College (4-21-78)

Authorized the establishment of a program in Nursing leading to the Bachelor of Science (B.S.) degree.

Marymount Manhattan College (6-23-78)

Authorized the establishment of a program in Theatre and a program in Dance, each leading to the degree of Bachelor of Fine Arts (B.F.A.).

Mater Dei College (9-22-78)

Authorized Mater Dei College to award the degrees of Associate in Science (A.S.) and Associate in Applied Science (A.A.S.) to duly qualified students completing registered curricula.

Mercy College (5-27-77)

Authorized the establishment of a program in Nursing leading to the degree of Bachelor of Science (B.S.).

Mercy College (10-19-78)

Authorized Mercy College to establish a branch campus at Yorktown Heights, Westchester County, and authorized at that branch campus programs leading to the degree of Bachelor of Science (B.S.) in Business Administration and Criminal Justice; to the degrees of Bachelor of Arts (B.A.) and Bachelor of Science

(B.S.) in Elementary Education N-6, Teacher of Special Education, English, Psychology, Behavioral Science, and Psychology; and to the degrees of Associate in Arts (A.A.) and Associate in Science (A.S.) in Liberal Arts and Sciences.

Molloy College (2-24-77)

Authorized the establishment of a program in Business Management leading to the degree of Bachelor of Arts (B.A.).

Mount Saint Mary College (5-27-77)

Authorized the establishment of a program in Business Management and Administration leading to the degree of Bachelor of Science (B.S.).

New York Chiropractic College (3-25-77)

Authorized the New York Chiropractic College to offer a curriculum in Chiropractic and award the degree of Doctor of Chiropractic (D.C.) to duly qualified students completing the registered curriculum.

New York Institute of Technology (6-24-77)

Authorized the establishment of the New York College of Osteopathic Medicine of the New York Institute of Technology and also authorized the New York Institute of Technology to award the degree of Doctor of Osteopathy (D.O.).

New York School of Interior Design (9-22-78)

Authorized the establishment of a program in Interior Design leading to the degree of Associate in Applied Science (A.A.S.) and authorized the School to award the degree of Associate in Applied Science (A.A.S.) to duly qualified students completing registered curricula.

New York University (12-17-76)

Authorized New York University to award the degree of Master of Philosophy (M.Phil.) to duly qualified students.

New York University (2-24-77)

Authorized the establishment of a program in Arts Professions leading to the degree of Doctor of Arts (D.A.).

New York University (4-29-77)

Authorized the establishment of a branch campus at Purchase, Westchester County, and authorized at that branch campus the establishment of a program in general management leading to the degree of Master of Business Administration (M.B.A.).

New York University (7-29-77)

Authorized the establishment of programs in Music, Psychology, and Journalism leading to the degree of Master of Arts (M.A.) and programs in Biology, Chemistry, Computer Science, and Mathematics leading to the degree of Master of Science (M.S.) at the University's branch campus at Purchase, Westschester County.

Parsons School of Design (1-25-78)

Authorized the establishment of a program in Painting, Sculpture, and Printmaking leading to the degree of Master of Fine Arts (M.F.A.) and also authorized the Parsons School of Design to confer the degree of Master of Fine Arts (M.F.A.) on duly qualified students completing registered curricula.

St. John's University (6-23-78)

Authorized the establishment of a branch campus at Chase Manhattan Bank, Manhattan, and authorized at that branch campus the establishment of programs in Finance and Executive Management leading to the degree of Master of Business Administration (M.B.A.).

St. Thomas Aquinas College (3-31-78)

Authorized the establishment of a program in Criminal Justice leading to the degree of Bachelor of Science (B.S.).

Syracuse University (12-17-76)

Authorized the establishment of a program in Foreign Languages leading to the degree of Doctor of Arts (D.A.).

Syracuse University (5-27-77)

Authorized the establishment of a program for Surgical Technicians leading to the degree of Associate in Science (A.S.) at Utica College of Syracuse University.

Union College (11-18-77)

Authorized the College to confer the degree of Master of Business Administration (M.B.A.) on duly qualified students completing registered curricula.

University of Rochester (6-24-77)

Authorized the establishment of a program in Computer Science leading to the degree of Doctor of Philosophy (Ph.D.).

University of Rochester (2-23-78)

Authorized the establishment of a program in Nursing leading to the degree of Doctor of Philosophy (Ph.D.).

University of Rochester (7-28-78)

Authorized the establishment of a program in Sociology leading to the degree of Doctor of Philosophy (Ph.D.).

STATE UNIVERSITY OF NEW YORK

Clinton Community College (1-26-77)

Authorized the establishment of a program in Nursing leading to the degree of Associate in Applied Science (A.A.S.).

Approved by the Governor on 2-28-77.

Community College of Finger Lakes (5-25-77)

Authorized the establishment of a program in Design and Drafting leading to the degree of Associate in Applied Science (A.A.S.).

Approved by the Governor on 7-5-77.

Suffolk County Community College (7-28-78)

Authorized the establishment of a program in Nursing leading to the degree of Associate in Applied Science (A.A.S.) at the western campus of Suffolk County Community College.

Approved by the Governor on 8-21-78.

Westchester Community College (7-28-78)

Authorized the establishment of a program in Nursing leading to the degree of Associate in Applied Science (A.A.S.).

Approved by the Governor on 8-21-78.

SUNY College of Optometry (6-23-78)

Authorized the establishment of a program in Vision Science leading to the degree of Doctor of Philosophy (Ph.D.) and also authorized the State University Trustees to confer the degree of Doctor of Philosophy (Ph.D.) on duly qualified students completing registered curricula at the College of Optometry.

Approved by the Governor on 7-19-78.

SUNY College of Technology at Utica/Rome (2-23-78)

Authorized the establishment of program in Electrical and Mechanical Technology leading to the degree of Bachelor of Techology (B. Tech.) and also authorized the State University Trustees to confer the degree of Bachelor of Technology (B.Tech.) on duly qualified students completing registered curricula at the College of Technology at Utica/Rome.

Approved by the Governor on 3-28-78.

SUC Brockport (7-28-78)

Authorized the establishment of a program in Public Administration leading to the degree of Master of Public Administration (M.P.A.) and also authorized the State University Trustees to confer the degree of Master of Public Administration (M.P.A.) on duly qualified students completing registered curricula at the State University College at Brockport.

Approved by the Governor on 9-6-78.

SUC Cortland (5-27-77)

Authorized the establishment of a program in Health Science leading to the degree of Bachelor of Science (B.S.).

Approved by the Governor on 7-5-77.

SUNY Stony Brook (6-24-77)

Authorized the establishment of a program in Music leading to the degrees of Doctor of Philosophy (Ph.D.) and Doctor of Musical Arts (D.M.A.) and alo authorized the State University Trustees to confer the degree of Doctor of Musical Arts (D.M.A.) on duly qualified students completing registered curricula at Stony Brook.

Approved by the Governor on 8-4-77.

SUNY Stony Brook (4-21-78)

Authorized the establishment of a program in Coastal Oceanography leading to the degree of Doctor of Philosophy (Ph.D.).

Approved by the Governor on 9-6-78.

THE CITY UNIVERSITY OF NEW YORK

Baruch College (7-29-77)

Authorized the establishment of a program in Industrial and Labor Relations leading to the degree of Master of Science (M.S.) and also authorized the Board of Higher Education to confer the degree of Master of Science (M.S.) on duly qualified students completing registred curricula at Baruch College. (This program will be offered in cooperation with the New York State School of Industrial and Labor Relations.)

Approved by the Governor on 10-19-77.

The City College (1-26-77)

Authorized on a permanent basis the continuation of the existing City College Bachelor of Science (B.S.) program in Biomedical Science.

Approved by the Governor on 8-31-77.

The City College (7-28-78)

Authorized the establishment of a program for Physician's Assistants leading to the degree of Bachelor of Science (B.S.).

Awaiting action by the Governor.

Graduate School (4-29-77)

Authorized the Graduate School to offer programs in Philosophy, Linguistics, and Political Science leading to the degree of Master of Arts (M.A.) in lieu of nine existing similar programs offered by Brooklyn, City, Hunter, Lehman, and Queens Colleges.

Approved by the Governor on 8-11-77.

Graduate School (9-30-77)

Authorized the Board of Higher Education to award the degree of Master of Philosophy (M.Phil.) to duly qualified students completing registered curricula leading to the degree of Doctor of Philosophy (Ph.D.) at the Graduate School.

Approved by the Governor on 8-10-78.

York College (9-30-77)

Authorized the establishment of a program in Accounting leading to the degree of Bachelor of Science (B.S.).

Approved by the Governor on 9-27-78.

Appendix B

SUMMARY OF RECOMMENDATIONS CONTINUED FROM THE 1974 PROGRESS REPORT AND THE 1972, 1968, AND 1964 STATEWIDE PLANS

This appendix reports on the status of all Regents recommendations made in 1974, 1972, 1968, and 1964 that were still in force in 1976. Within each set, the recommendations have been grouped under the categories, Access and Choice, Quality Education, and Allocation of Resources in Meeting Needs. Each recommendation is followed by a brief statement of its status in 1978. Those that have been accomplished or that are no longer appropriate are discontinued.

RECOMMENDATIONS CONTINUED FROM THE 1974 PROGRESS REPORT

Access and Choice

1. Institutions, especially community colleges, extend specialized counseling services to senior citizens, prisoners, veterans, and armed forces personnel; where possible, these services be coordinated with existing community counseling services.

Comment: No one who has seen the educational advertising in local newspapers can doubt that colleges are now actively seeking students from such non-traditional populations as are specified in this recommendation. Whether counseling services, financial aid programs, and scheduling have been fully adapted to these new students, and whether academic quality has been maintained, are still serious concerns. On the specific question of counseling; over the past two years the Department developed two demonstration projects to provide college advisory services off campus for non-traditional students. The Inmate College Advisory Project sponsors ex-offenders who visit five correctional facilities as peer advisors on higher education and career opportunities. The Higher Education Library Advisory Service funded and trained full-time advisors to provide information on the whole range of postsecondary education in the neutral setting of four public libraries, where such groups as adult women, working people, and senior citizens might feel more comfortable about seeking advice.

2. Special opportunity programs for inmates be established as needed by collegiate institutions in reasonable proximity to correctional institutions.

Comment: Higher educational programs for inmates in state correctional facilities have increased over the last five years. Twenty-one colleges or universities in the State, including the Regents External Degree Program, now offer such programs. Most of them lead toward the associate or baccalaureate degree or a certificate. In addition, inmates eligible for educational release take courses on nearby campuses. Almost all of the programs located in correctional facilities are in need of better tutoring, library resources, and academic, occupational, and financial-aid advising. The Opportunity Programs are probably the best means of providing the services required by inmates. Between 1973 and 1976 the Higher Education Opportunity Program established programs in cooperation with independent colleges and universities in five correctional institutions. Since 1976 the stable budgetary appropriations for Opportunity Programs have precluded the expansion of this effort. The problem now in providing higher education for inmates of correctional institutions is not so much a matter of access, but of choice and quality.

3. The State implement the newly established Tuition Assistance Program annually so that it is fully funded in accordance with the schedule adopted at the 1974 Legislative session.

Comment: This recommendation has been achieved. Since it was introduced in 1974 the Tuition Assistance Program has become an increasingly important feature of New York State's higher educational system. State appropriations to TAP have increased every year both in absolute terms and as a proportion of all State appropriations for postsecondary education. For the fiscal year 1978-79, the State has appropriated to TAP $238.2 million, 15.9 percent of all State appropriations for higher education. In January, 1978, the Legislature increased the award schedule and liberalized the terms for TAP awards. Average TAP awards on the undergraduate level have increased at a faster pace than tuition.

Quality Education

4. All institutions offering master's programs in the State prepare plans for self-review of all master's programs, to be based upon guidelines provided by the Regents in their bullentin for the 1976 Statewide Plan.

Comment: Substantial progress on this recommendation is reported in this section entited "Master's Program Review" in Chapter 5 of this report.

5. Each institution assess its tenure policy, especially in light of the revised enrollment goals presented by the Regents, and develop a rational and flexible tenure policy which contains provisions to deal with possible institutional enrollment declines.

Comment: This recommendation is continued. Chapter 5 of this Report cites some progress that has been achieved in introducing more flexible tenure policies as well as some of the consequences of inflexible policies in a period of retrenchment.

Allocation of Resouces in Meeting Societal Needs

6. The State program for institutional aid to private institutions be continued.

Comment: This recommendation may be considered achieved. The so-called Bundy Aid program is now ten years old. The Legislature increased the grant formula by 12 percent in 1976. During each of the past four years between 4.5 and 4.9 percent of State appropriations for higher education have gone to the Bundy program. For the fiscal year 1978-79 the Legislature appropriated $68 million, the highest amount ever, for Bundy Aid.

7. The State Education Department study the issue of determining the appropriate State role in aiding private institutions in financial difficulty.

Comment: Significant progress has been made toward achieving this recommendation. In January of 1977, the Regents adopted a set of "Guidelines for Commissioner's Procedures in Addressing the Cases of Higher Educational Institutions Experiencing Financial Distress." Since that time, the Department has developed procedures for monitoring the financial condition of the State's independent colleges and universities, has developed computerized data profiles on these institutions and prepared intensive case studies on those institutions identified as being in serious financial condition. The Deputy Commissioner for Higher and Professional Education will contact the leaders of these troubled institutions to assist them and to request them to prepare plans for addressing their problems. These procedures and measures will be continued as a regular activity of Department staff.

8. The State continue to reimburse public institutions for necessary expenditures to permit achievement of Regents approved enrollment goals while maintaining subsidized tuition rates.

Comment: State appropriations to public institutions during the past two years are discussed in Chapter 6 of this Report. In general, State support of public institutions has not kept pace with inflation since 1976. As a result, public institutions have had to reduce services; State University raised its tuition and City University introduced tuition changes for the first time in 1976; and enrollment fell significantly short of Regents goals set in the 1976 Statewide Plan with respect to at least one group, part-time undergraduates at City University.

9. The highest priority to be given to the improvement of community college financing and goverance.

Comment: The Regents still regard the improvement of community college financing and goverance as a high priority.

10. Section 6443, subdivision 2 of the Education Law, be modified to provide annual per capita assistance to non-profit private schools of nursing in the following amounts: $200 for each full-time student enrolled in a diploma or associate degree program, $250 for those enrolled in a baccalaureate program, and $1,000 for those enrolled in a master's or doctoral program.

Comment: This recommendation is discontinued. Within the resources of the State in the forseeable future, the new aid program outlined in this recommendation must take low priority.

11. The State continue to press for legislation to fund staff and other expenses associated with Regents regional activities.

Comment: The Regents continue to urge the funding of the activities of Regents Regional Advisory Councils and the State Education Department has included a request for funding in the 1979-80 budget request.

RECOMMENDATIONS CONTINUED FROM THE 1972 STATEWIDE PLAN

Access and Choice

1. Colleges and universities base admission on desire and need for further education, placing students in programs suited to their capacities.

Comment: This recommendation may now be discontinued, since it was embodied in two of the five Regents goals adopted in the 1976 Statewide Plan. Those goals -- freedom of access and freedom of choice -- continue to guide Regents policy in postsecondary education.

2. Collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the postsecondary level wherever such learning takes place.

Comment: Significant progress has been achieved on this recommendation. The general topic of awarding college credit for life experience is discussed in Chapter 5 of this Report. The Regents External Degree and College Proficiency Examination programs are discussed in Chapter 4. Since 1974 the Department has also conducted the Program on Noncollegiate Sponsored Instruction, which evaluates courses offered by business, labor unions, government agencies, and other organizations and makes credit recommendations. In a 1976 survey, 68 percent of the 170 degree-granting institutions in the State which responded reported that they were granting credit based on the Program's recommendations.

3. All higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect.

Comment: The data presented in Chapter 4 of the Report show that participation by minorities in postsecondary education in the State has increased significantly in the 1970's. The Department collects through the Higher Education Data System data on the racial and ethnic breakdown of enrollment and degree recipients every other year. These data are not considered reliable, however, because they are based upon student responses and a large proportion of students refuse to answer the question. In any event, it is clear that minority group enrollment at all levels of postsecondary education still needs to be expanded before parity is achieved.

4. Colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (such as the rural and urban poor, the elderly and hospitalized, and prison inmates), and create programs and courses that are appropriate for and geographically available to the people.

Comment: The question of providing access to the elderly, inmates in correctional facilities, and other non-traditional populations is addressed in comments in this appendix on recommendations 1 and 2 of the 1974 Progress Report. The question of geographical access to postsecondary education is addressed in comments , in Chapter 4 of this Report, on the Regents recommendation from the 1976 Statewide Plan that opportunities be provided for at least 50 percent of high school graduates in each county to attend college. The Department is now preparing reports on higher education opportunities and enrollments in each of the eight Regents planning regions of the State. The regional reports will facilitate planning to provide geographical access.

5. Enrollment in all opportunity programs increase to a range of 35,000 to 37,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and regular programs. The Higher Education Opportunity Program (HEOP) should be expanded to 8,000 students by 1980 to insure adequate representation in the private sector.

Comment: This recommendation was amended in 1974. The Regents now recommend that enrollments be increased to 37,000 in 1980. In fact, enrollment in the opportunity programs has remained stable since 1974-75, while allocations have declined. In 1977-78 the total budgeted enrollment in all opportunity programs was 31,563, of which 5,563 were in the HEOP program.

6. New financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities.

Comment: This recommendation is amended to the effect that financial arrangements should be maintained or developed to enable independent institutions to meet the undergraduate enrollment goals set by the Regents in successive Statewide Plans and Progress Reports. The achievement of this goal will depend in large part on the capacity of present financial arrangements or whatever new arrangements are developed to keep pace with inflation.

7. Student financial aid programs incorporate additional provisions for all adults who wish to continue their education beyond high school.

Comment: Full-time adult students are eligible for aid through the Tuition Assistance Program. The Regents support the extension of aid to part-time students, as discussed in Chapter 4 of this Report.

8. Students be permitted the choice of applying financial assistance to any postsecondary educational programs in the State, including noncollegiate programs.

Comment: In addition to collegiate institutions, Tuition Assistance Program awards can be used at hospital schools and two year programs at registered private business schools. Grants are not available to students in private trade schools or short-term business school programs. The State is not in a position to extend eligibility at this time. Thus, this recommendation is discontinued.

Quality Education

9. Colleges and universities introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations.

Comment: This recommendation can be discontined since postsecondary educational opportunties combining classroom study with experience in the workplace are now well accepted and readily available in the State. In an inventory of undergraduate programs of cooperative education in the United States and Canada in 1977, the National Commission for Cooperative Education listed 56 postsecondary institutions, including 25 community colleges, which offer cooperative education programs in New York State. Some institutions have reported difficulties in recent years in finding enough places for their student interns. This problem has caused at least one community college to scale down its cooperative education program from a compulsory part of the curriculum to an option. Nevertheless, the current interest in relating postsecondary education and careers has generally worked to the benefit of cooperative education.

10. Colleges and universities provide educational opportunities for credit which are outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media.

Comment: This recommendation may now be discontinued. Types of programs are now being developed in New York to serve the needs of adults and other nontraditional learners that go beyond the techniques mentioned in this recommendation. A few examples are given in Chapter 1 of this Report.

11. All two-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the two-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market.

Comment: The Department began in 1977 to collect cohort survival data on first-time full-time students who entered two-year programs in the fall, 1974. As reporting improves in the future and as data are collected on new cohorts, it will be possible to assess the trends in retention and graduation rates accurately for the first time and to frame policies to improve those rates. Placement data are even less well developed at this time. The Regents urge institutions to continue their efforts to collect accurate and complete information on the outcomes of occupational programs so that these programs can be made more effective. Therefore, this recommendation is continued.

12. Occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Sevices (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choices at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate.

Comment: Regional planning groups for occupational education were established in 1976. Included in these groups are BOCES superintendents and two-year college presidents. As this planning system develops, the Regents expect there will be continued progress in the articulation of occupational programs. Thus this recommendation is continued.

13. State University reassess the six agricultural and technical colleges.

Comment: State University procedures provide for the regular reassessment of missions of all State University campuses, including agricultural and technical colleges. Therefore, the specific recommendation with reference to those colleges is no longer required and is discontined.

14. The State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as criminal justice, reading instruction, and the allied health fields.

Comment: The number of college proficiency examinations was expanded rapidly in theyears immediately after this recommendation was made. Among the new examinations introduced were several in the areas of criminal justice, reading instruction, and the allied health fields. Within the last couple of years the emphasis has shifted from expanding the total number of college proficiency examinations to reassessing the older examinations, bringing some up to date and dropping others for which there is no longer much demand. At the same time, new examinations contine to be developed in new areas of need. An example is the new examination on college composition.

15. All currently authorized master's programs be reviewed for their strength from primarily the standpoints of programs purposes and accomplishments, and secondarily, student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by the Commissioner's Regulations.

Comment: Progress on this recommendation is reported in the section entitled "Master's Program Review" of Chapter 5 of this Report. The recommendation is continued.

16. Additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goals for developing new programs and the prime consideration in assessment of ongoing programs.

Comment: The Regents reaffirm the intention to approve new master's degree programs during the decade ahead only in instances in which there is a manifest need and in which the institution's capabilities are indisputably adequate to meet the need.

17. Whereever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own.

Comment: The Regents continue to urge institutions to improve master's programs by insuring coherence of programs which objectives and content distinctive from other levels of study and licensing requirements.

18. Master's and doctoral students have academic advising facilities and services which are of high quality and conveniently available to all categories of graduate students -- whether or not they matriculate, attend college in the day or evening, attend college in summer or regular sessions, or are enrolled for part-time or full-time work. The goal of such planning is coherent study which is clearly relatable to programmatic and/or personal objectives.

Comment: The need for high quality and readily available advising services is increased, while the task of providing them becomes more difficult, as a result of the shift in the graduate-student population from full-time to part-time status, of increasing numbers of women and especially middle-aged women enrolling in graduate school after prolonged absence from higher education, and as a result of the proliferation of graduate courses and programs on branch campuses and in extension centers. For all these reasons the Regents think it especially important to reaffirm and continue this recommendation at this time.

19. Institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education.

Comment: Despite increased self-evaluation activities, relatively few institutions have made follow-up studies of graduates or of students who withdrew from programs before completion. These efforts should be intensified.

20. All higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society.

Comment: The objective of this recommendation, a more diverse faculty, has become more difficult to achieve as recruitment of new faculty has virtually ceased in many institutions and opportunities for promotion have been sharply curtailed. Nevertheless, the Regents continue to support the recommendation as it refers to a reassesment of recruitment and promotion policies to promote a more diverse faculty.

21. Guidelines for tenure, including goals and current faculty tenue proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal'of incompetent tenured faculty be developed by all institutions.

Comment: The Regents support the concept of academic tenure, but are concerned about the implications of rising proportions of tenured faculty at institutions of higher education. Institutions are urged to examine their tenure policies. See Chapter 5.

22. Faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit.

b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions.

c. The process for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaing contract.

d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration.

e. Administrative and/or academic organizational structure is a prerogative of the administration.

Comment: The Regents continue to believe that the items in this recommendation aid in the preservation of traditional governance structures which is in the best interest of the postsecondary educational enterprise.

23. In the area of academic libraries, that every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long-Range Planning for Academic Libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site.

Comment: This recommendation is discontinued because it is essentially the same as one from the 1976 Statewide Plan which was deferred by the Regents.

24. In the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing this assistance.

Comment: A large number of academic libraries have reported that they provided special library instruction; however, many institutions provide only library orientation for freshmen without a continuing planned program of bibliographic instruction for all students. Therefore, the Regents continue this recommendation.

Allocation of Resources in Meeting Societal Needs

25. In continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplications of offerings; make maximal use of available facilities and qualified faculty; insure that non-traditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted.

Comments: The Regents continue to support the development of continuing education on the basis of strict parity of academic quality with regular day programs. The recent study of extension centers in Westchester County, discussed in Chapter 5 of this Report, and the new regulations for off-campus centers now in preparation reflect the Regents concern with the quality of programs addressed primarily to working adults.

26. Planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings.

Comment: The State University should continue to evaluate the operations of the Educational Opportunity Centers to make them responsive to community needs.

27. The current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physician, the physician's associate, the specialist's assistant, and the registered professional and licensed practical nurse.

Comment: The Regents continue to support the examination and delineation of the appropriate relationships in practice among health care practitioners.

28. The State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State.

Comment: Progress on this recommendation is reported in the section on "medical education" in Chapter 5 of this Report.

29. In the area of academic libraries, where 3R's regions and higher education

planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these councils and the relevant task forces.

Comment: This recommendation cannot be implemented at this time because of lack of funds.

30. In the area of academic libraries, that the higher education regions jointly with the 3R's Systems, designate certain libraries as resource libraries that will be available to all students and faculty in institutions of higher education in the regions.

Comment: This recommendation is discontinued because it is essentially the same as one from the 1976 Statewide Plan which was deferred by the Regents.

31. In the area of academic libraries, that effective use be made of all media including the development of an information retrieval and dissemination system.

Comment: In the utilization of media in the academic libraries in the State, the two-year colleges are making great strides. Four-year institutions are urged to continue recent initiatives to procure information resources in a variety of media formats and use these more extensively in library service programs.

32. In the area of academic libraries, that the State enact legislation in support of the reference and research library program as suggested in the "Major Recommendations of the Regents for Legislative Action, 1974." Such legislation would provide support for the 3R's Systems and for State level programs including research collection development, NYSILL, etc.

Comment: This recommendation is discontinued because it is essentially the same as one from the 1976 Statewide Plan which was deferred by the Regents.

33. In the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library.

Comment: This recommendation is continued.

34. Comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost.

Comment: The Regents concern for the wise allocation of resources, including the construction of new facilities, continues a major consideration. Chapter 3 of this Report discusses facilities plans of each of the three sectors of higher education in the State.

35. The City University of New York identify individual senior college facilities priorities within these constraints:

a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student.

b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor.

Comment: Since the rapid development of New York City's fiscal crisis in 1975, new construction at City University has been suspended. In May, 1978, the City's Board of Higher Education approved a proposal for facilities needed at the City University through 1990.

36. Institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character.

Comment: Some progress toward jointly offered programs at the graduate level is reported in the section on "Graduate Study" in Chapter 5 of this Report. The Regents Regional Advisory Councils were conceived as a forum in which joint programs and cooperative arrangements might be developed. Unfortunately, the Legislature has not provided the necessary funding for these Councils, which the Regents have requested for the last several years.

37. Institutions critically review their administrative staffing and operational procedures to insure more efficient resources utilization with particular emphasis on facilities and equipment.

Comment: Within the State Education Department, the Office of Higher Education Management Services was created to assist individual colleges as they carry out a self-review process and develop ways to allocate their resources more efficiently. The Department has also sponsored a variety of conferences designed to help institutions increase their own accountability. Since the process of reviewing institutional administrative efficiency is now institutionalized within the Department and, increasingly, at individual institutions as well, this specific recommendation is no longer needed and is therefore discontinued.

38. Statewide and regional arrangements for the planning and coordination of education beyond high school should involve the full and active participation of the noncollegiate sector in order to meet the Regents goals for postsecondary education.

Comment: Proprietary schools and other two-year postsecondary institutions which offer programs leading to the associate degree are now fully integrated into the statewide planning process. Therefore, this recommendation is no longer needed and is discontinued.

39. A comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances.

Comment: This recommendation has been accomplished with the Higher Education Data System and is therefore discontinued.

RECOMMENDATIONS CONTINUED FROM THE 1964 AND 1968 STATEWIDE PLAN

Access and Choice

3. A study of postsecondary continuing education be undertaken by the State Education Department to identify the needs of target populations and the availability of programs and resources to meet those needs.

Comment: Regional studies of population needs available resources for continuing education throughout the State were prepared with funds from Title I of the federal Higher Education Act. Thus, this recommendation has been accomplished and may be discontinued.

Quality Education

2. A continuing study be conducted of the teaching and learning processes relative to the emerging issues of society to guarantee the relevancy of the teacher education and certification processes to the educational enterprise.

Comment: The continuing study called for in this recommendation is in fact what occurs in the process of Departmental reviews for registrations of teacher education programs. Thus, a specific recommendation is not needed and may be discontinued.

Allocation of Resources in Meeting Societal Needs

1. Groups of colleges and universities that have close geographic and other ties develop interinstitutional cooperative programs and joint use of resources, human and material, to further the scope of their services to students and to the State.

Comment: This recommendation is similar to #36 from the 1972 Statewide Plan and is therefore discontinued as a separate recommendation.

Appendix C

NEW LEGISLATION AFFECTING HIGHER EDUCATION AND THE PROFESSIONS ENACTED IN 1977 AND 1978

Laws of 1977

Higher Education

Chapter 61 (effective April 1, 1977) amends subdivision 1 of section 6401 of the Education Law to provide that aid shall be payable from July 1, 1976 on the basis of a new degree award schedule contained in subdivision 3 of section 6401. Existing subdivision 3 is repealed a new subdivision 3 is added. Such awards are to be computed on the basis of degrees conferred during the preceding twelve-month period, as follows:

Degree	Amount
Associate	$ 350
Bachelor's	940
Master's	650
Doctorate	3,100

The Regents are to promulgate rules defining and classifying professional degrees for the purpose of this section.

Chapter 62 (effective July 1, 1977) amends sections 663 and 667 of the Education Law, concerning the Tuition Assistance Program.

The Chapter alters the criteria by which a student shall be considered emancipated for the purpose of excluding the income of such student's parents in determining the amount of the TAP award. An applicant who has reached his 35th birthday on or before July 1 of the academic year for which application is made is considered to be emancipated. The existing criteria for determining emancipation will be applied to an applicant who has reached his 22nd birthday on or before July 1 of the academic year for which application is made. Such criteria are presently applied without regard to the age of the applicant.

The chapter also authorizes the President of the New York State Higher Education Services Corporation to require a student to submit a copy of that portion of the parents' Federal income tax return which includes the list of claimed dependents and the signature of the parents, in order to determine whether the pupil has been clained as a dependent by the parents for the purpose of Federal or State income tax. The President is authorized to establish criteria used in determining cases of unusual family circumstances wherein parental control has in effect been relinquished, provided that such criteria are approved by the Board of Trustees of the Corporation and the Director of the Divison of the Budget.

Section 667 of the Education Law is amended to provide that the TAP award for students in Category I, as defined in subdivision 3 of such section, who have been granted exclusion of parental income and were single with no dependents for income tax purposes during the tax year preceding the academic year for which application is made shall be $600, if such student's income does not exceed $1,000. The award will be reduced by one dollar for every four dollars or part thereof of income in excess of $1,000, provided that the minimum award shall be $100 if the income is $5,666 or less. If the student's income exceeds $5,666, no award shall be made.

Section 667 is amended to provide that the TAP award for Category II students, as defined in subdivision 4 of such section, who also have been granted exclusion of parental income and were single with no dependent for income tax purposes during the tax year next preceding the academic year for which application is made, shall be the base amount reduced by 30 percent of the amount in excess of $1,000 if such student's income is $1,000 or more, but less than $5,666. No award will be made if such student's income exceeds $5,666.

No award will be made to any Category II student when income exceeds $20,000.

Chapter 63 (effective April 1, 1977, in part) amends section 605 of the Education Law to provide that nationally established competitive examinations may be used for award of Regents college scholarships, and amends subdivision 2 of section 605 to provide for award of nursing scholarships on the same basis as Regents college scholarships.

Chapter 147 (effective October 1, 1977) amends subdivision 3 of section 224 of the Education Law to delete the former requirement that the accrediting commissions referred to in subdivision 3 be the seven regional accreding commissions.

Chapter 161 (effective December 1, 1977) amends section 224-a of the Education Law by adding subdivision 6-a to require that section 224-a (Students unable because of religious beliefs to attend classes on certain days) be printed, in full, in the course catalog of each institution of higher education under the jurisdiction of the board of trustees of the State University of New York and the board of higher education of New York City as well as in the catalogs of community colleges.

Chapter 164 (effective May 24, 1977) amends section 353 of the Education Law to create certain rights and responsibilities with respect to individuals serving as ex-officio members of the State University board of trustees.

Chapter 186 (effective June 1, 1977) amends the section heading and subdivisions 2, 3, and 4 of section 237 of the Education Law to change the designation of "private" institutions of higher education to "independent" institutions of higher education.

Chapter 212 (effective June 1, 1977) amends subdivision 8 of section 6304 of the Education Law and adds new subdivisions 9 and 10 to such section, regarding State assistance to loal sponsors for construction of community college facilities.

Paragraph (b) of subdivision 8 is amended to provide for State appropriation and payment to a local sponsor of an amount equal to the State share of the cost of each facility being financed where the local sponsor agrees to finance the costs of providing all or part of the community college facility. Paragraph (c) of this subdivision is amended to limit payments to local sponsors where, among other criteria, the comptroller has approved the interest rate of any and all obligations of the sponsor after July 24, 1976 to finance costs of the facility prior to issuance of the obligations and the director of the budget has, prior to award, approved all contracts entered into by the sponsor after July 24, 1976 for the construction of the facility.

Paragraph (d) of subdivision 8 is designated subdivision 9 and certain technical corrections are made. The new subdivision 10 provides that a local sponsor has full authority to finance the capital costs of a community college facility pursuant to the Local Finance Law and to expend the proceeds from obligations to pay such costs.

Chapter 343 (effective September 1, 1977) adds a new section 607 to the Education Law which authorizes the Commissiner of Education promulgate rules governing the dissemination by degree-granting institutions of higher education of certain information required to be made available by Federal law, (P.L. 94-432,s493) as a condition for qualification by the institution for certain Federal aid. The information relates to the various categories of aid available for students.

Chapter 362 (effective July 6, 1977 through July 5, 1978) amends section 665 of the Education Law to authorize the President of the Higher Education Assistance Corporation, upon the request of a school, to make an advance payment to such school on behalf of eligible students in an amount not to exceed 75 percent of the tuition assistance and scholarship payments made on behalf of eligible students during the corresponding semester of the academic year next preceding. Such advance payments are subject to audit and readjustment to reflect the amount of awards payable to eligible students during the semester and appropriations available.

Upon presentation of proof that a student has made application for tuition assistance or scholarship award from the corporation, schools will be required to defer from such student's tuition bill an amount equal to the amount shown on the award certificate, if any, presented by an eligible student, or for a student who attended such school during the prior semester, an amount equal to 75 percent of the prior semester's award to such student, or in the case of a student who did not attend such school during the prior semester, 75 percent of the amount established by the president of the corporation as the average award made during the prior semester to students attending public two and four-year colleges, independent colleges and vocational institutions. The deferral of a portion of the student's tuition bill will be effective until the claim on which the student's name appears is certified by the school, the end of the semester for which the deferral is granted or the school received notice from the corporation that the student is ineligible for an award, whichever occurs first.

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Chapter 429 (effective July 12, 1977) adds a new subdivison 3 to section 204 of the Civil Service Law to define the term "negotiating collectively," and amends paragraph (d) of subdivision 5 of section 205 of such law to empower Public Employment Relations Board to issue decisions and orders directing "an offending party" to take certain actions. Such power to issue orders does not extend to enforcement of agreements or to alleged violations that would not otherwise constitute "an improper employer or employee organization practice."

Chapter 466 (effective August 1, 1977) amends several sections of the Education Law which relate to the guaranteed student loan program. Loans are no longer restricted to State residents, and insurance companies are included among the lenders wholse loans may be guaranteed. Additionally, the maximum special allowance for lenders increased from three percent to five percent, and voluntary service under the Domestic Volunteer Service Act of 1973 is added as one of the causes for suspending repayments. These technical amendments conform to recent amendment to the Federal Higher Education Act of 1965.

Chapter 612 (effective January 28, 1978) adds a new section to the Labor Law to provide that the Industrial Commissioner regularly transmit labor market information to every school district, board of cooperative education services and community college and agricultural and technical institute which maintains approved occupational education programs. The Education Department is to regularly update and furnish to the Labor Department list of such schools.

Chapter 677 (effective September 2, 1977 through October 1, 1979) amends various sections of the Civil Service Law, Judiciary Law, and General Municipal Law to mandate the agency shop for certain State employees and to permit the negotiation of the agency shop in agreements with other employers. Deductions equal to the dues paid by members of employee organizations will be collected by the employer and paid over to such organizations.

Chapter 933 (effective January 1, 1978) repeals article 6 of the Public Officers Law and adds a new article 6 containing the Freedom of Information Law, and amends the Legislative Law in relation to legislative documents. All records of agencies, including school districts, except those specifically excepted by rule in accordance with law, must be made available to the public in accordance with rules adoped by the agency. Provision is made for appeal of adverse determinations, as was made in the prior law, and a copy of each appeal and determiniation is to be filed with the Committee on Public Access to Records (COPAR). Agencies are not required to prepare any record not possessed nor maintained except the final vote of each member of the agency, a record of the name, post office address, title and salary of every officer and employee, and a reasonably detailed current list by subject matter of agency records.

Chapter 937 (effective November 15, 1977, in part) adds a new article 8 to the Public Officers Law to regulate the practice of lobbying by State agencies and public corporations, including school districts. Public corporations spending $500 or more during a reporting period (each of the four quarters commencing January 1 is a report period) are requried to file periodic, written reports with the New York

State Commission on Lobbying. Violations are a class B misdemeanor, except those connected with contingent retainers which are a class A misdemeanor.

Chapter 982 (effective July 1, 1977) repeals sections 804 and 804-a of the Education Law, and adds a new section 804 concerning health education regarding alcohol, drug and tobacco abuse, rquiring that instruction regarding alcohol, tobacco, and other drugs be included in the health curriculum. Instruction at the elementary level may be provided either by regular classroom teachers or by teachers certified to teach health education. The purposes of such instruction are to develop desirable health behavior attitudes and knowledge, as well as self-reliance and problem-solving capacity. Instruction at junior high and senior high school levels must be provided by certified health teachers. The Commissioner of Education is to prescribe by regulation health education courses, including instruction regarding alcohol, tobacco and drugs, the contents of which need not be uniform throughout the State. School authorities are required to provide the needed facilities, time and place for such instruction, and to provide learning aids and curriculum resource materials to contribute to the effective presentation of the subject matter. Pre-service teacher training programs for elementary teachers in the State are required to include adequate preparation for instruction in alcohol, tobacco, and other drugs. No teacher may be licensed except upon satisfactory demonstration of the competencies included in the institutional proposals approved by the Education Department. The Commissioner of Education is required to coordinate actions taken pursuant to new section 804 with the provisions of chapter 787 of the Laws of 1967 relating to the continuing program for critical health problems.

The Professions

Chapter 13 (effective March 15, 1977) extends the duration of limited permits to practice registered professional nursing to afford an additional opportunity to take and pass the licensing examination because of inclement weather and to permit such candidates to practice under limited permits pending the grading of such additional examination.

Chapter 97 (effective May 3, 1977) amends section 7206, subdivision 5 of the Education Law to reduce the age requirement for licensure as a professional engineer from 25 years to 21 years.

Chapter 157 (effective May 24, 1977) amends section 6508, subdivision 3 of the Education Law to authorize the appointment of former members of the State boards in the professions to serve on panels and committees considering disciplinary proceedings.

Chapters 242 and 405 (effective June 7, 1977 and August 1, 1977, respectively) amended Title VIII of the Education Law to authorize the Board of Regents to confer the degree of doctor of medicine (M.D.) on those individuals who have been issued licenses as physicians pursuant to the provisions of sections 6528 or 6524 of the Education Law and who have practiced medicine in the State of New York for at last three years subsequent to licensure.

Chapter 245 (effective June 7, 1977) amends section 7403 of the Education Law to permit the use of either public accountants or certified public accountants serving on the State Board for Public Accountancy in disciplinary proceedings, whether the respondent is a public accountant or a certified public accountant.

Chapter 294 (effective September 1, 1977) amends section 605 and adds a new section 672-a of the Education Law to provide for five Regents scholarships for professional education in optometry.

Chapter 326 (effective January 1, 1978) amends sections 6508 and 7903 of the Education Law to provide for the appointment of public representatives to serve on the State boards for the various professions. Two such additional members shall be appointed to the State boards for medicine, pharmacy, nursing, and public accountancy and one such additional member shall be appointed to the other State boards. The public representatives shall be consumers of the professional services.

Chapter 338 (effective June 28, 1977) amends section 3001 of the Public Health Law to provide for the training, examination, and certification of advanced emergency medical technicians, who may perform prehospital emergency treatment. The chapter also confers immunity from liability upon these technicians for performing voluntary medical assistance in an emergency situation, except where gross negligence is established.

Chapter 348 (effective October 26, 1977) amends section 7906 of the Education Law to allow domestic graduates of approved occupational therapy programs to obtain limited permits. Through an apparent oversight, the previous law only allowed foreign graduates to obtain limited permits.

Chapter 770 (effective September 1, 1977) adds a new article 47 to the Publc Health Law and amends sections 364 and 365-b and amends sections 6509-a and 6527 of the Education Law to enact a statutory definition of unprofessional conduct relating to fee splitting, applicable to all practicing physicians, physical therapists, chiropractors, dentists, dental hygienists, pharmacists, nurses, podiatrists, optometrists, ophthalmic dispensers, occupational therapists, and speech pathologists and audiologists.

This act also provdes for the registration and supervision of "shared health care facilities" by the Department of Health. "Shared health care facilities" include the practice at a common physical location by four or more health practitioners, who share facilities or staff, and managerial services, and who have received an aggregate amount of $5,000 in one month under the State program for medical assistance for needy persons.

In addition, this act repeals the provisons of L.1976 c. 418 which gave limited immunity against damage suits to chiropractors who served on quality review committees to consider complaints against other chiropractors.

Chapter 773 (effective September 1, 1977) amends section 230 of the Public

Health Law and sections 6509, 6510-a and 6527 of the Education Law to confer subpoena and disclosure powers on the Department of Health to assist it in the investigation of charges of misconduct against physicians. The chapter protects the confidentiality of medical records with respect to third parties.

The chapter also requires physicians, physical therapists, dentists, dental hygienists, pharmacists, and nurses, any State or local medical or osteopathic society, and administrators of facilities established pursuant to article 28 of the Public Health Law to report information which reasonably appears to show that a physician is guilty of professional misconduct. Such reports are made confidential, and the persons making them in good faith and without malice are protected against actions for damages.

The chapter further provides for summary action by the Commissioner of Health requiring a physician to discontinue a practice which constitutes an imminent danger to the health of the people.

Chapter 776 (effective in full April 1, 1978) amends section 206 of the Public Health Law and section 810, 6816, and 6826 and adds a new section 6816-a to the Education Law to require that prescriptions be filled with a less expensive generic equivalent of the drug named unless the prescriber specifically prohibits such substitution. The Department of Health is required to establish a list of new prescription forms as specified in this law. The official price list for presciption drugs must contain a specified advisory sentence conerning generic equivalents.

Chapter 811 (effective May 11, 1977) amends section 122-b of the General Municipal Law to authorize a county, city, town, or village to provide prehospital emergency medical treatment through certified emergency medical technicians and advanced emergency medical technicians and to include these technicians in their medical liability plans.

Laws of 1978

Higher Education

Chapter 72 (effective April 1, 1978) amends varius sections in article 14 of the Education Law to enact a new schedule of awards with a TAP maximum of $1,800 starting in the 1977-78 school year and making certain adjustments for certain college fees levied by SUNY. HESC is authorized to perform financial aid program reviews. Students in default are prohibited from receiving awards or loans. Graduate students who are not 22 may be emancipated. Institutions are required to certify eligibility of students in prescribed details and are required to repay HESC if certification is in error. Eligibility for TAP is limited to one program at each certificate or degree level (effective 1979).

Chapter 82 (effective July 1, 1978) authorizes counties to provide awards for the professional study of optometry to residents who agree to practice optometry in the county. Counties already have the authority to make similar grants to medical and dental students.

Chapter 98 (effective May 2, 1978) provides for the addition of a nonvoting student member to the Board of Trustees of the State University of New York College of Environmental Science and Forestry.

Chapter 121 (effective May 9, 1978) amends section 5703 of the Education Law to permit 22 trustees at large to be elected for Cornell University, and adjusts the election of faculty trustees.

Chapter 168 (effective September 1, 1978) repeals subdivision 4 of section 6401 of the Education Law and adds a new subdivision 4 to substitute for the present requirement of ten equal payments of State financial aid to higher institutions, to be made monthly from September 15 through June 15, a requirement of three payments as follows:

October 15	35 percent of total annual apportionment
February 15	35 percent
May 15	30 percent.

Chapter 218 (effective June 2, 1978) authorizes a county to provide awards for the professional study of veterinary medicine to residents of this State who agree to practice veterinary medicine in such county. At the present time counties already have the authority to make similar grants to medical and dental students.

Chapter 257 (effective July 1, 1978) amends section 4118 of the Education Law, relating to postsecondary education of Native American students, to substitute the words "post-secondary institutions" for "state university colleges for teachers and teachers colleges." The present minimum age requirement of sixteen years and the four-year eligibility provisions are eliminated. The amendment requires completion of high school and attendance at a Regents-approved institution in New York State, and extends elibility to five years if the student's program normally requires five years of training. Subdivisions 3 and 5 are repealed and subdivision 4 is renumbered to be subdivision 3.

Chapter 347 (effective June 19, 1978) amends subdivision 4 of section 1950 of the Education Law by adding a new subparagraph 5 to authorize boards of cooperative educational services to enter into contracts with the United States, the State of New York, any community college, agricultural and technical college, or other public agency for the purpose of providing occupational education programs for such entity. The contracts are subject to the prior approval of the Commissioner of Education, who will issue a written determination following review of the proposed contract. Approval may be granted only when it is determined that the contract, in the Commissioner's opinion, will result in a more economical use of occupational and vocational education resources.

Chapter 634 (effective July 25, 1978) authorizes the County of Onondaga to construct and finance a stadium and, under certain circumstances, to transfer ownership to Syracuse University.

Chapter 681 (effective July 25, 1978) authorizes the sale of a State health department laboratory facility to the Albany College of Pharmacy.

Chapter 697 (effective July 25, 1978) adds a new section 151 to the Civil Service Law to permit a person holding a position by appointment or employment in the service of the State of New York, a county, city, town, village or any other political subdivision or civil division of the State, including a school district, to be granted a leave of absence from employment without loss of pay or other benefits to prepare for or engage in world, Pan American, or Olympic competition as a member of a United States team. The granting leaves of absence for such purpose is at the discretion of the public employer. The duration of such leaves of absence is limited to the period of the official training camp and competition combined or ninety calendar days each year, whichever is less.

Chapter 774 (effective August 31, 1978) increases the amount of the loans to students in medical, dental, or veterinary medical school which will be guaranteed by the State through the New York State Higher Education Services Corporation. The new maximum annual limit is $7,500 and the new total limit is $30,000. This amendment eliminates a provision requiring applicants to avail themselves first of funds available for the same purpose from the Federal government under the Federal Health Professions Assistance Act. However, no State loan may be received in a year in which a student receives such Federal assistance.

The Professions

Chapter 161 (effective February 23, 1978) amends subdivision 2 of section 7904 of the Education Law to authorize the State Education Department to accept a program which leads to the issuance of a certificate as the equivalent of a baccalaureate degree program for purposes of licensure in occupational therpay.

Chapter 173 (effective May 23, 1978) amends section 4209 of the Public Health Law to permit chiropractic colleges as well as medical schools to obtain cadavers for use in the instruction of students.

Chapter 210 (effective June 2, 1978) amends subdivision 12 of section 230 of the Public Health Law to permit a physician who is temporarily incapacitated for the active practice of medicine to surrender his license and registration to the State Board for Professional Medical Conduct. The physician could be required to notify all patients and all persons who request medical service that he or she has temporarily withdrawn from the practice of medicine.

Chapter 246 (effective June 5, 1978) amends subdivision 1 (b) of section 6510 of the Education Law to simplify the procedure for instituting disciplinary proceedings against professional licensees who have been convicted of a crime by authorizing the Department's professional conduct officer to institute charges in such cases.

Chapter 247 (effective June 5, 1978) amends subdivision 1 (b) of section 6510 of the Education Law to authorize the Department's professional conduct officer, with the concurrence of a committee of the State Board for the profession involved, to terminate investigations of minor instances of alleged professional misconduct by the issuance of administrative warnings.

Chapter 248 (effective June 5, 1978) amends subdivison 8 of section 6506 of the Education Law to authorize the Department's professional conduct officer to conduct investigations, issue subpoenas, and administer oaths in matters involving applicants for a professional license or permit. It also deletes an obsolete reference to a former statute in section 6507 subdivison 2 of the Education Law.

Chapter 252 (effective June 5, 1978) amends subdivison 7 of section 1194 of the Vehicle and Traffic Law to permit registered physician's assistants (as well as physicians, registered professional nurses, and certain laboratory technicians) to draw blood for the purpose of determing the alcoholic or drug content therein.

Chapter 265 (effective retroactively to April 1, 1978) amends subdivision 3 of section 8207 of the Education Law to permit graduate speech pathologists and audiologists to obtain the clinical experience necessary for licensure in any setting under appropriate supervision by a licensed speech pathologist or audiologist.

Chapter 356 (effective June 19, 1978) amends subdivision 8 of section 7704 of the Education Law to establish a fee of $50 for the issuance by the Department of a credential authorizing certain social workers to qualify for reimbursement under group health insurance policies.

Chapters 484 and 485 (effective September 1, 1978) amend the Public Health Law to require physicians and nurse-midwives who expect to assist at childbirth to advise an expectant mother of the drugs they plan to employ during pregnancy and at birth, and the possible effects of such drugs on the child and mother.

Chapter 489 (effective July 20, 1979) amends subdivision 2 of section 6907 of the Education Law to provide that a limited permit to practice as a registered professional nurse or a licensed practical nurse shall expire one year from issuance or ten days after notification of failure on a professional licensing examination, whichever shall first occur.

Appendix D

AMENDMENTS TO THE RULES OF THE REGENTS AND THE REGULATIONS OF THE COMMISSIONER OF EDUCATION (CHAPTERS I AND II OF TITLE 8 OF THE OFFICIAL COMPLETION OF CODES, RULES AND REGULATIONS OF THE STATE OF NEW YORK)RELATED TO POST-SECONDARY EDUCATION AND APPROVED SINCE NOVEMBER 1, 1976

NOVEMBER 1976

Rules of the Regents

- Section 24.4 relating to the admission of graduates of foreign dental schools to the clinical portion of the licensing examination.

- Section 24.5 relating to the licensing of pharmacists.

DECEMBER 1976

Rules of the Regents

- Section 27-1.1 relating to the definition of economically disadvantaged for the purposes of establishing eligibility for participation in the Higher Education Opportunity Program.

Regulations of the Commissioner of Education

- Subdivision (a) of Section 52.1 relating to the required registration of curricula.

- Subdivision (e) of Section 52.1 relating to advertising by out-of-state institutions not fully accredited.

- Section 61.3 relating to the requirements for licensure by endorsement as a dentist.

- Sections 69.1 and 69.2 relating to qualifications and licensing examination requirements in Architecture.

FEBRUARY 1977

Regulations of the Commissioner of Education

- Section 62.4 relating to animal health technicians.

- Section 65.6 relating to continuing education in podiatry.

- Section 83.4 relating to good moral character in the teaching profession.

MARCH 1977

Rules of the Regents

- Sections 3.47 and 3.50, classifying and authorizing the use of the degree, Doctor of Chiropractic (D.C.).

APRIL 1977

Rules of the Regents

- Section 17.7 relating to consent orders in professional discipline cases.

Regulations of the Commissioner of Education

- Sections 80.1, 80.3, 80.4, 80.5, 80.6, 80.15, 80.16, 80.17, and 80.18 relating to teacher certification.
- Section 80.7 relating to certification of teachers of reading.
- Section 83.4 relating to determinations of good moral character in the teaching profession.

MAY 1977

Regulations of the Commissioner of Education

- Subdivision (d) of Section 52.22 relating to criteria for the registration of nurse practitioner programs.

JUNE 1977

Regulations of the Commissioner of Education

- Subdivision (o) of Section 50.1 relating to the definition of a semester hour.
- Subdivision (b) of Section 145-1.10, Sections 145-1.5, 145-2.1, 145-2.2, 145-2.3, 145-2.4, subdivision (b) of Section 145-2.8, and Section 145-2.12, relating to requirements for State scholarships, student grants, and loans.

JULY 1977

Rules of the Regents

- Section 17.7 relating to consent orders in professional dicipline cases.

- Section 17.8 to permit disposition of professional disciplinary proceedings by the surrender of a license.

- Sections 29.1-29.13 relating to the definition of unprofessional conduct in the practice of the professions, and repeal of Parts 18 and 23 and the former Section 29.1.

Regulations of the Commissioner of Education

- Repeal of subdivisions (d) of Section 60.1, (e) of Section 60.8, (j) of Section 60.10, and (b) of Section 68.1, and of Sections 60.11, 61.5, 62.3, 63.3, 64.7, 65.1, 65.4, 66.1, 67.1, 69.3, 70.5, 73.1, 73.2, 74.1, 75.5, and 76.7, in conjunction with the promulgation of Sections 29.1-29.13 of the Rules of the Regents relating to the definition of unprofessional conduct in the practice of the professions.

- Section 72.2 relating to the definition of unprofessional conduct in the practice of psychology.

SEPTEMBER 1977

Rules of the Regents

- Section 29.1 relating to the definition of unprofessional conduct in the practice of the professions.

- Section 29.2 to postpone the effective date of restrictions on specialty listings by professional practitioners until on or before October 1, 1978.

Regulations of the Commissioner of Education

- Section 62.2, to provide for the use of a national examination for licensure in pharmacy.

OCTOBER 1977

Rules of the Regents

- Section 3.3, concerning disciplinary action, to make various technical changes in the rule.

- Section 17.10, to provide for decision making procedures in disciplinary panels.

Regulations of the Commissioner of Education

- Section 63.2 relating to the academic qualifications of pharmacy graduates.

- Sections 70.1, 70.2, 70.3, and 70.4, to allow persons to take all parts of the licensure examination for Certified Public Accountants immediately after graduation.

- Section 145-1.4 and 145-1.5, to add the new optometry scholarships to the sections governing medical and dental scholarships.

JANUARY 1978

Regulations of the Commissioner of Education

- Section 67.1 relating to the profession of ophthalmic dispensing.

FEBRUARY 1978

Rules of the Regents

- Section 3.57 relating to the conferral of the degree of Doctor of Medicine (M.D.) by the Regents.

- Section 24.8 relating to determinations of good moral character.

MARCH 1978

Regulations of the Commissioner of Education

- Section 52.21, relating to the criteria for registration of teacher education programs, to require teachers to demonstrate competency in teaching about alcohol, tobacco, and drugs.

- Part 53 relating to the provision of institutional information to students and prospective students.

- Section 74.1 relating to special authorization of certified social workers for the purposes of insurance reimbursement.

- Section 80.1 relating to teacher certification, to bring the definition of a semester hour into conformity with the definition in Section 50.1.

APRIL 1978

Regulations of the Commissioner of Education

- Section 67.2 relating to the practical examination in ophthalmic dispensing.

- Part 80 relating to the definition of experience requirements for teacher certification.

MAY 1978

Rules of the Regents

- Section 3.54 relating to the classification of degrees for the purposes of aid to certain independent postsecondary institutions.

JUNE 1978

Rules of the Regents

- Part 28 relating to the determination of good moral character in the professions.

Regulations of the Commissioner of Education

- Section 62.2 relating to the timing of the licensure examination in veterinary medicine.

- Section 80.2 relating to the renewal of lapsed provisional teacher certificates.

- Part 83 relating to the determination of good moral character in the teaching profession.

JULY 1978

Rules of the Regents

- Paragraph (5) of subdivision (a) of Section 29.2, to postpone to January 1, 1979, the effective date of provisions relating to specialty listings by professional practitioners.

Regulations of the Commissioner of Education

- Section 73.3 relating to the practical examination in chiropractic.

- Section 80.2 relating to the permanent certification of teachers.

SEPTEMBER 1978

Regulations of the Commissioner of Education

- Section 74.1 relating to special authorization of certified social workers for the purposes of insurance reimbursement.

Appendix E

REGISTERED PROGRAMS OF STUDY AT THE CITY UNIVERSITY OF NEW YORK, BY CAMPUS

This appendix reproduces the listing of registered programs of study at the campuses of The City University of New York that appears in the Education Department's official Inventory of Registered Programs.

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2000
BOROUGH OF MANHATTAN COMM COL
1633 BROADWAY
NEW YORK NY 10019

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01079	4901		LIBERAL ARTS			AA						03/72		09/79	01
01080	5002		ACCOUNTING			AAS						03/72		09/80	79
01081	5003		BANKING AND FINANCE			AAS						03/72		09/79	01
01082	5004		MARKETING			AAS						03/72		09/79	01
01083	5004		ADVERTISING			AAS						03/72		09/79	01
01076	5004		BUSINESS ADMINISTRATION			AA						03/72		09/79	01
01088	5005		SECRETARIAL SCIENCE--BILINGUAL			AAS						03/72		09/79	01
01089	5005		SECRETARIAL SCIENCE--EXECUTIVE			AAS						03/72		09/79	01
01086	5005		SECRETARIAL SCIENCE--LEGAL			AAS						03/72		09/79	01
01091	5101		DATA PROCESSING			AAS						03/72		09/79	01
01093	5208	5	UNDERGRADUATE NURSING	X		AAS						10/77	NE	11/82	39
01094	5213		MEDICAL RECORD TECHNOLOGY			AAS						03/72		09/79	86
01096	5215		RESPIRATORY THERAPY TECHNOLOGY			AAS						07/77		09/82	86
01078	5501		URBAN STUDIES			AA						03/72		09/79	01
07870	5503		EDUCATION ASSISTANT			AA						03/72		09/79	01
01102	5504		LIBRARY TECHNOLOGY			AA						03/72		09/79	01
01104	5506		RECREATION LEADERSHIP			AA						03/72		09/79	01
01103	5506		SOCIAL SERVICE			AA						03/72		09/79	01
01077	5508		GOVERNMENT ADMINISTRATION			AA						03/72		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2005
BRONX COMMUNITY COLLEGE
UNIVERSITY AVE + WEST 181ST ST
BRONX NY 10453

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
00377	0901		ENGINEERING SCIENCE			AA						03/71		W/T	45
00378	4901		LIBERAL ARTS AND SCIENCES			AS						03/71		09/79	01
00379	4901		LIBERAL ARTS AND SCIENCES			AA						03/71		09/79	01
00380	5002		ACCOUNTING			AAS						03/71		09/80	79
00375	5002		BOCKKEEPING AND ACCOUNTING			AA						03/71		09/80	79
00376	5004		BUSINESS ADMINISTRATION			AS						03/71		09/79	01
00381	5004		MARKETING, MANAGEMENT, SALES			AAS						03/71		09/79	01
00382	5005		SECRETARIAL STUDIES			AAS						03/71		09/79	01
00383	5005		SECRETARIAL STUDIES			AA						03/71		09/79	01
00384	5012		PERFORMING ARTS-MUSIC			AAS						03/71		09/79	01
00385	5102		DATA PROCESSING--INPUT OPERATIONS			AAS						03/71		09/79	01
00386	5103		PROGRAMMING AND SYSTEMS			AAS						03/71		09/79	01
00387	5205		MEDICAL LABORATORY TECHNOLOGY			AAS						03/71		09/79	86
00388	5208	5	UNDERGRADUATE - NURSING	X		AAS						09/75		09/79	39
00390	5214		SECRETARIAL SCIENCE--MEDICAL			AAS						03/71		09/79	86
00391	5305		PRE-PHARMACY			AAS						03/71		09/79	01
00394	5310		ELECTRICAL TECHNOLOGY			AAS						03/71		09/79	75
00395	5315		MECHANICAL TECHNOLOGY			AAS						03/71		09/79	75
00156	5503		EDUCATION ASSISTANT			AAS						12/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2010
COL OF STATEN ISLAND-LOWER DIV
715 OCEAN TERRACE
STATEN ISLAND NY 10301

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD					A C		DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR		DOCT				
01581	0901		ENGINEERING SCIENCE			AS						08/72		W/T	45
01582	1199		APPLIED LANGUAGE STUDIES			AAS						08/72		09/79	01
01583	4901		LIBERAL ARTS AND SCIENCES			AS						08/72		09/79	01
01584	4901		LIBERAL ARTS AND SCIENCES			AA						08/72		09/79	01
01585	5001		BUSINESS			AAS						08/72		09/79	01
01586	5001		BUSINESS-ACCOUNTING			AAS						08/72		09/79	01
01587	5004		INDUSTRIAL MANAGEMENT		X							08/74		09/79	01
01588	5103		COMPUTER TECHNOLOGY			AAS						09/72		09/79	01
01589	5202		DENTAL ASSISTING (TBT)		X							08/72		09/81	63
01590	5205		MEDICAL LABORATORY TECHNICIAN			AAS						10/67		09/79	86
01591	5208	5	UNDERGRADUATE NURSING	X		AAS						09/75		09/80	39
01594	5214		MEDICAL ASSISTANT		X							08/72		09/79	86
01596	5309		CIVIL TECHNOLOGY			AAS						08/72		09/79	01
01597	5311		ELECTRO-MECHANICAL TECHNOLOGY			AAS						08/72		09/79	01
01599	5312		MANUFACTURING TECHNOLOGY		X							08/72		09/79	01
01598	5312		INDUS TECH-MGT ENGINEERING OPTION			AAS						11/74		09/79	01
01600	5315		MECHANICAL TECHNOLOGY			AAS						08/72		09/79	01
01601	5317		ELECTRICAL TECHNOLOGY			AAS						08/72		09/79	01
01602	5407		SCIENCE LABORATORY TECHNOLOGY			AS						08/72		09/79	01
01537	5503		EDUCATION ASSOCIATE			AAS						08/72		09/79	01
01530	5503		CHILD CARE			AAS						08/72		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2015
HOSTOS C C
475 GRAND CONCOURSE
BRONX NY 10451

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD					A C		DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR		DOCT				
00907	4901		MATHEMATICS-SCIENCE			AS						07/72		09/79	01
00906	4903		HUMANITIES-SOCIAL SCIENCE			AA						07/72		09/79	01
00908	5002		ACCOUNTING			AAS						03/74		09/80	79
00909	5004		BUSINESS ADMINISTRATION			AA						03/74		09/79	01
00910	5005		SECRETARIAL SCIENCE-EXECUTIVE			AAS						07/72		09/79	01
00911	5203		DENTAL HYGIENE	X		AAS						01/71		W/T	33
00912	5205		MEDICAL LAB. TECHNOLOGY			AAS						03/78		07/81	86
00913	5207		RADIOLOGIC TECHNOLOGY	X		AAS						05/77		01/79	86
00915	5214		SECRETARIAL SCIENCE-MEDICAL			AAS						07/72		09/79	86
00916	5215		INHALATION THERAPY		X							06/71		09/79	86
00917	5501		CIVIL AND PUBLIC SERVICE			AAS						06/75		09/79	01
00918	5503		EARLY CHILDHOOD EDUCATION			AAS						07/72		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2020
LAGUARDIA C C
31-10 THOMSON AVENUE
LONG ISLAND CITY NY 11101

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD							DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT				
01067	4901		MATHEMATICS AND SCIENCE			AS						02/72		09/79	01
01066	4903		SOC SCIENCES, HUMANITIES & HUMAN SVCES			AA						02/72		09/79	01
01068	5002		ACCOUNTING			AAS						02/72		09/80	79
01065	5004		BUSINESS ADMINISTRATION			AS						02/72		09/79	01
01069	5004		BUSINESS MANAGEMENT			AAS						02/72		09/79	01
01071	5005		SECRETARIAL SCIENCE--LEGAL SUB-OPTION			AAS						02/72		09/79	01
01070	5005		SECRETARIAL SCIENCE--EXECUTIVE SUB-OPTIO			AAS						02/72		09/79	01
76017	5099		BUSINESS MGT/PRECISION TECHNOLOGY			AAS						02/76		09/79	01
01072	5103		PROGRAMMING AND SYSTEMS			AAS						02/72		09/79	01
01073	5105		MACHINE OPERATIONS			AAS						02/72		09/79	01
10104	5210		OCCUPATIONAL THERAPY ASSISTANT	X		AS						09/73		W/T	06
01074	5218		BUSINESS, HEALTH SERVICES TECH. OPTION			AS						08/75		09/79	01
78180	5299		MORTUARY SCIENCE			AAS						07/78		07/83	06
78360	5404		DIETETIC TECHNICIAN EDUCATION			AS						05/78		09/79	01
76226	5503		EDUCATION ASSOCIATE			AA						07/76		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2025
KINGSBOROUGH COMMUNITY COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN NY 11235

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L	TYPE OF AWARD					A		DATE	NAT.	EXP.	U
				C	CERT	ASSOC	BACH	PROF	MSTR	C	DOCT	REG.	REG.	DATE	C
01039	0401		BIOLOGY			AS						07/71		09/79	01
01041	1701		MATHEMATICS			AS						07/71		09/79	01
01042	1902		PHYSICS			AS						07/71		09/79	01
01043	1905		CHEMISTRY			AS						07/71		09/79	01
01044	4901		LIBERAL ARTS AND SCIENCE			AA						07/71		09/79	01
01045	5002		ACCOUNTING			AAS						07/71		09/80	79
01046	5003		BANKING			AAS						07/71		09/79	01
01050	5004		BUSINESS ADMINISTRATION			AAS						07/71		09/79	01
01049	5004		RETAIL BUSINESS MANAGEMENT			AAS						07/71		09/79	01
01048	5004		INSURANCE			AAS						07/71		09/79	01
01047	5004		REAL ESTATE			AAS						07/71		09/79	01
01052	5005		SECRETARIAL SCIENCE-EXECUTIVE			AAS						07/71		09/79	01
01053	5005		SECRETARIAL SCIENCE-LEGAL			AAS						07/71		09/79	01
01051	5005		SECRETARIAL SCIENCE-SCHOOL			AAS						07/71		09/79	01
76003	5012		THEATRE ARTS			AS						01/76		09/79	01
76002	5012		FINE ARTS			AS						01/76		09/79	01
76001	5012		PERFORMING ARTS-OPTION IN MUSIC			AS						07/71		09/79	01
01054	5099		INDUSTRIAL AND LABOR RELATIONS			AAS						07/71		09/79	01
01055	5101		DATA PROCESSING			AAS						07/71		09/79	01
01040	5103		COMPUTER SCIENCE			AS						07/71		09/79	01
01056	5208	5	UNDERGRADUATE - NURSING	X		AAS						09/75		09/80	39
01057	5214		SECRETARIAL SCIENCE-MEDICAL			AAS						07/71		09/79	86
78382	5216		COMMUNITY MENTAL HEALTH ASSISTANT			AS						09/78		09/81	83

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2025
KINGSBOROUGH COMMUNITY COLLEGE
2001 ORIENTAL BOULEVARD
BROOKLYN NY 11235

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01060	5404		FOOD MARKETING-MANAGEMENT TRAIN		X							12/72		09/79	01
01061	5501		CIVIL AND PUBLIC SERVICE			AAS						07/71		09/79	01
01063	5503		CHILD CARE WORKER			AAS						07/71		09/79	01
01062	5503		EDUCATION ASSOCIATE			AAS						07/71		09/79	01
01064	5506		RECREATION LEADERSHIP			AAS						07/71		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2030
MEDGAR EVERS COMM. COLLEGE
1150 CARROLL STREET
BROOKLYN NY 11225

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02290	0401		BIOLOGY				BS					01/75		09/79	01
02291	0501		BUSINESS				BS					06/72		09/79	01
02292	0502		ACCOUNTING				BS					09/71		09/82	49
02293	0802		ELEMENTARY "N-6"				BS					09/75		09/79	02
00192	1203	3	UNDERGRADUATE NURSING RN'S				BS NURS					05/76		05/81	69
02295	2001		PSYCHOLOGY				BA					01/75		09/79	01
02296	2102		PUBLIC ADMINISTRATION				BS					09/75		09/79	01
02298	2214		INNER CITY STUDIES				BA					09/71		09/79	01
02299	4901		LIBERAL ARTS			AA						09/71		09/79	01
02300	4902		SCIENCE			AS						09/71		09/79	01
02302	5005		SECRETARIAL SCIENCE - LEGAL			AAS						09/71		09/79	01
02301	5005		SECRETARIAL SCIENCE - EXECUTIVE			AAS						09/71		09/79	01
02303	5208	5	UNDERGRADUATE-NURSING (TBT)	X		AAS						09/77		09/79	39
02304	5214		SECRETARIAL SCIENCE - MEDICAL			AAS						08/78		09/80	86
02297	5508		PUBLIC ADMINISTRATION			AS						09/75		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2035
NEW YORK CITY C C
300 JAY STREET
BROOKLYN NY 11201

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01336	4901		LIBERAL ARTS AND SCIENCE			AS						03/71		09/79	01
01337	4901		LIBERAL ARTS AND SCIENCE			AA						03/71		09/79	01
01338	5002		ACCOUNTING			AAS						03/71		09/80	79
01339	5004		MARKETING, MANAGEMENT, SALES			AAS						03/71		09/79	01
01340	5004		RETAIL BUSINESS MANAGEMENT			AAS						03/71		09/79	01
01341	5005		MACHINE TRANSCRIBER		X							06/75		09/79	01
01344	5005		SECRETARIAL SCIENCE-EXECUTIVE			AAS						07/73		09/79	01
01342	5005		SECRETARIAL SCIENCE--LEGAL			AAS						03/71		09/79	01
01353	5010		HOTEL & RESTAURANT MANAGEMENT			AAS						03/71		09/79	01
01354	5012		GRAPHIC ARTS AND ADVERTISING TECHNOLOGY			AAS						03/71		09/79	01
01355	5012		ADVERTISING ART AND DESIGN			AAS						03/71		09/79	01
01356	5101		DATA PROCESSING AND CONSOLE OPERATION		X							04/71		09/79	01
01358	5101		DATA PROCESSING			AAS						03/71		09/79	01
01303	5202		DENTAL HYGIENE	X		AAS						01/73		W/T	33
01361	5204		DENTAL LABORATORY TECHNOLOGY			AAS						03/71		W/T	63
01363	5205		MEDICAL LABORATORY TECHNOLOGY			AAS						03/71		09/79	86
13700	5207		RADIOLOGIC TECHNOLOGY	X		AAS						02/73		W/T	86
01364	5208	5	UNDERGRADUATE - NURSING	X		AAS						06/76		06/81	39
01366	5212		OPHTHALMIC DISPENSING	X		AAS						09/78		09/83	44
01367	5214		SECRETARIAL SCIENCE--MEDICAL			AAS						07/77		09/82	86
01373	5303		DESIGN AND DRAFTING			AAS						03/71		09/79	01
01375	5305		CHEMICAL TECHNOLOGY			AAS						03/71		09/79	01
01381	5309		CIVIL TECHNOLOGY			AAS						03/71		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2035
NEW YORK CITY C C
300 JAY STREET
BROOKLYN NY 11201

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01332	5310		ELECTRONICS ENGINEER TECHNOLOGY			AAS						04/71		09/79	01
01386	5311		ELECTRO-MECHANICAL TECHNOLOGY			AAS						03/71		09/79	01
01390	5315		MECHANICAL TECHNOLOGY			AAS						03/71		09/79	01
01394	5317		ELECTRICAL TECHNOLOGY			AAS						03/71		09/79	01
01393	5317		CONSTRUCTION TECHNOLOGY			AAS						03/71		09/79	01
01395	5404		CULINARY ARTS			AAS						03/71		09/79	01
01399	5501		COMMUNITY SERVICE ASSISTANT			AAS						03/71		09/79	01
01333	5503		EDUCATION ASSOCIATE			AAS						06/71		09/79	01
01404	5507		FIRE PROTECTION TECHNOLOGY (TBT)			AAS						03/71		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2040
NYC COMM COLLEGE-VOORHEES CAMPUS
450 WEST 41ST STREET
NEW YORK NY 10036

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01347	5009		LITHOGRAPHIC OFFSET TECHNOLOGY			AAS						04/71		09/79	01
01372	5303		MACHINE TOOLS TECHNOLOGY			AAS						04/71		09/79	01
13701	5304		ARCHITECTURAL TECHNOLOGY			AAS						04/71		W/T	78
01377	5306		AUTOMOTIVE TECHNOLOGY			AAS						04/71		09/79	01
01362	5317		ENVIRONMENTAL CONTROL TECHNOLOGY			AAS						04/71		09/79	01
13702	5503		CHILD CARE-EARLY CHILDHOOD EDUCATION			AAS						03/71		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2045
QUEENSBOROUGH C C
56TH + SPRINGFIELD AVES
NEW YORK NY 11364

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01521	0999		PRE-ENGINEERING			AS						03/71		W/T	45
01522	4901		LIBERAL ARTS AND SCIENCES			AA						05/78		09/79	01
01523	4902		LIB ARTS & SCIENCES-SCIENCE			AS						05/78		09/79	01
01524	5002		ACCOUNTING			[illegible]AS						03/71		09/80	79
01520	5004		BUSINESS ADMINISTRATION			AS						05/78		09/79	01
01525	5004		MANAGEMENT			AAS						05/78		09/79	01
01526	5005		SECRETARIAL SCIENCE			AAS						05/78		09/79	01
78734	5007		PHOTOGRAPHY		X							08/78		09/79	01
01527	5101		DATA PROCESSING			AAS						05/78		09/79	01
01528	5105		COMPUTER TECHNOLOGY			AAS						03/71		11/83	75
01529	5205		MEDICAL LABORATORY TECHNOLOGY			AAS						03/71		09/79	86
01513	5208	5	UNDERGRADUATE NURSING	X		AAS						09/73		06/79	39
01531	5303		DESIGN DRAFTING TECH			AAS						05/78		09/79	01
01532	5310		ELECTRONIC TECHNOLOGY			AAS						03/71		11/83	75
01533	5315		MECHANICAL TECHNOLOGY			AAS						03/71		11/83	75
01534	5408		ENVIRONMENTAL HEALTH			AS						05/78		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2880
CUNY BERNARD M BARUCH COL
17 LEXINGTON AVE
NEW YORK NY 10010

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01913	0502		ACCOUNTING	X			BBA					06/73		06/83	49
01912	0502		ACCOUNTING	X					MBA			08/78		08/83	49
77203	0502		ACCOUNTING-4 1/2 YEARS BBA/MBA				BBA					07/77		07/82	49
77204	0502		ACCOUNTING-4 1/2 YEARS BBA/MBA						MBA			07/77		07/82	49
01914	0503		STATISTICS BBA/MBA				BBA					06/75		09/79	01
01916	0503		STATISTICS				BBA					11/69		09/79	01
01917	0503		STATISTICS						MBA			11/69		09/79	01
01915	0503		STATISTICS BBA/MBA						MBA			06/75		09/79	01
01918	0505		FINANCE AND INVESTMENTS				BBA					11/69		09/79	01
01919	0505		FINANCE AND INVESTMENTS						MBA			11/69		09/79	01
01921	0506		MANAGEMENT				BBA					11/69		09/79	01
77757	0506		BUS ADM+LAW MBA/JD W BRK LAW						MBA			12/77		09/79	03
01923	0506		BUSINESS ADMINISTRATION AND POLICY						MBA			11/69		09/79	01
01920	0506		MANAGEMENT FOR ENGINEERS						MBA			11/69		09/79	01
01922	0506		MANAGEMENT						MBA			11/69		09/79	01
01924	0507		OPERATIONS RESEARCH BBA/MBA				BBA					06/75		09/79	01
01926	0507		OPERATIONS RESEARCH						MBA			11/69		09/79	01
01925	0507		OPERATIONS RESEARCH BBA/MBA						MBA			06/75		09/79	01
01927	0509		MARKETING				BBA					11/69		09/79	01
01928	0509		MARKETING						MBA			11/69		09/79	01
01929	0513		INTERNATIONAL BUSINESS						MBA			11/69		09/79	01
01930	0514		OFFICE MANAGEMENT AND SECRETARIAL STUDIE				BBA					11/69		09/79	01
78027	0516		INDUS + LABOR REL IN COOP W/NYSS1LR						MS			01/78		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2880
CUNY BERNARD M BARUCH COL
17 LEXINGTON AVE
NEW YORK NY 10010

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01932	0517		ECONOMICS				BBA					11/69		09/79	01
01931	0517		ECONOMICS						MBA			11/69		09/79	01
01933	0599		TAXATION						MBA			11/69		09/79	01
01934	0701		COMPUTER METHODOLOGY BBA/MBA				BBA					06/75		09/79	01
01936	0701		COMPUTER METHODOLOGY						MBA			11/69		09/79	01
01935	0701		COMPUTER METHODOLOGY BBA/MBA						MBA			06/75		09/79	01
13831	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
01937	0802		ELEMENTARY "N-6"	B			BSED					09/75		09/79	02
01938	0802		ELEMENTARY "N-6"							X		09/75		09/79	02
01939	0808		SPECIAL EDUCATION	B			BSED					09/75		09/79	02
01940	0828		SCHOOL ADMINIS SUPERVISOR	C					MSED			04/76		09/80	02
76701	0828		SCHOOL ADMINISTRATOR & SUPERVISOR							X		04/76		09/80	02
01943	0838		BUSINESS EDUCATION	C					MSED			09/69		09/80	02
01941	0838		BUSINESS EDUCATION	B			BSED					09/69		09/80	02
01946	0838		TEACHING OF BUSINESS SUBJECTS				BBA					09/69		09/80	02
01945	0838	01	BUSINESS & DISTRIBUTIVE EDUCATION	C					MSED			09/69		09/80	02
01942	0838	01	BUSINESS & DISTRIBUTIVE EDUCATION	B			BSED					09/69		09/80	02
01944	0838	01	BUSINESS & DISTRIBUTIVE EDUCATION				BBA					09/69		09/80	02
01947	1005		MUSIC				BA					04/73		09/79	01
01950	1105		SPANISH				BA					01/72		09/79	01
01948	1105	01	SPANISH "7-12"	B			BSED					09/71		09/79	02
01949	1105	01	SPANISH "7-12"	B			BA					09/71		09/79	02
01951	1111		HEBREW				BA					04/73		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2880
CUNY BERNARD M BARUCH COL
17 LEXINGTON AVE
NEW YORK NY 10010

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD							DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT				
01953	1202		HEALTH CARE ADMINISTRATION						MPA			08/78		09/79	86
01952	1202		HEALTH CARE ADMINISTRATION						MBA			08/78		09/79	86
01956	1501		ENGLISH				BA					10/70		09/79	01
01955	1501	01	ENGLISH "7-12"	B			BSED					09/71		09/79	02
01954	1501	01	ENGLISH "7-12"	B			BA					09/71		09/79	02
01957	1509		PHILOSOPHY				BA					11/69		09/79	01
01958	1510		RELIGION AND CULTURE				BA					05/72		09/79	01
01961	1701		MATHEMATICS				BA					01/72		09/79	01
01959	1701	01	MATHEMATICS "7-12"	B			BSED					09/71		09/79	02
01960	1701	01	MATHEMATICS "7-12"	B			BA					09/71		09/79	02
01962	1702		STATISTICS				BA					10/70		09/79	01
01963	2001		PSYCHOLOGY				BA					10/70		09/79	01
01965	2008		INDUSTRIAL PSYCHOLOGY				BBA					11/69		09/79	01
01964	2008		INDUSTRIAL PSYCHOLOGY						MBA			11/69		09/79	83
01967	2102		PUBLIC ADMINISTRATION				BBA					11/69		09/79	01
01966	2102		PUBLIC ADMINISTRATION						MPA			11/69		09/79	01
01969	2201	01	SOCIAL STUDIES "7-12"	B			BSED					09/71		09/79	02
01968	2201	01	SOCIAL STUDIES "7-12"	B			BA					09/71		09/79	02
01971	2204		ECONOMICS				BA					10/70		09/79	01
01972	2205		HISTORY				BA					10/70		09/79	01
01973	2207		POLITICAL SCIENCE				BA					10/70		09/79	01
01974	2208		SOCIOLOGY				BA					10/70		09/79	01
01975	4901		LIBERAL ARTS - AD HOC				BA					10/70		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2925
CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01976	0308		PUERTO RICAN STUDIES				BA					09/72		09/79	01
01977	0309		JUDAIC STUDIES				BA					11/72		09/79	01
01978	0313		AMERICAN STUDIES				BA					08/72		09/79	01
01979	0399		AREA STUDIES				BA					08/69		09/79	01
01984	0401		BIOLOGY				BS					08/69		09/79	01
01986	0401		BIOLOGY BA/MA				BA					10/72		09/79	01
01985	0401		BIOLOGY				BA					08/69		09/79	01
01987	0401		BIOLOGY						MA			08/69		09/79	01
01981	0401		BIOLOGY BA/MA						MA			10/72		09/79	01
01983	0401	01	BIOLOGY "7-12"	C					MA			12/77		09/81	02
01982	0401	01	BIOLOGY "7-12"	B			BS					12/77		09/81	02
01980	0401	01	BIOLOGY "7-12"	B			BA					09/72		09/79	02
01990	0502		ACCOUNTING	X			BS					01/76		01/81	49
76212	0603		TELEVISION AND RADIO				BA					07/76		09/79	01
77735	0603		TELEVISION + RADIO						MS			11/77		09/79	01
77734	0603		TELEVISION + RADIO						MA			11/77		09/79	01
01991	0701		COMPUTER AND INFORMATION SCIENCE				BS					12/73		09/79	01
77202	0701		COMPUTER AND INFORMATION SCIENCE						MA			05/77		09/79	01
01992	0802		ELEMENTARY "N-6"	C			BSED					09/75		09/79	02
01993	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
01995	0808		TEACHERS OF SPECIAL EDUCATION	C					MSED			09/75		09/79	02
01994	0808		TEACHERS OF SPECIAL EDUCATION	B			BA					09/75		09/79	02
01997	0815		TCHRS OF SPEECH + HEARING HANDICAPPED	C					MSED			09/75		09/79	02

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2925
CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01996	0815		TCHRS OF SPEECH + HEARING HANDICAPPED	B			BA					09/75		09/79	02
01846	0826	01	SCHOOL COUNSELOR	C					MSED			09/73		09/79	02
01890	0826	01	SCHOOL COUNSELOR	C						X		09/73		09/79	02
01998	0826	02	SCHOOL PSYCHOLOGIST	C					MSED			09/64		09/79	02
01999	0826		SCHOOL ADMN. + SUPR	C						X		08/76		09/80	02
77565	0830		READING TEACHER-EARLY CHILDHOOD EDUC	B					MSED			09/77		09/80	02
77564	0830		READING TEACHER-ELEMENTARY EDUCATION	B					MSED			09/77		09/80	02
77654	0830		READING TEACHER	B					MSED			09/77		09/80	02
02001	0831		ART "K-12" TEACHER	C					MA			09/66		09/80	02
02000	0831		ART "K-12" TEACHER	B			BA					09/66		09/80	02
02003	0832		MUSIC "K-12" TEACHER	C					MA			09/66		09/80	02
02002	0832		MUSIC "K-12" TEACHER	B			BA					09/66		09/80	02
02007	0835		PHYSICAL EDUCATION TEACHER "K-12"	C					MSED			09/66		09/80	02
02005	0835		PHYSICAL EDUCATION TEACHER "K-12"	B			BS					09/66		09/80	02
02006	0835		PHYSICAL EDUCATION				BS					08/69		09/80	02
02011	0837		HEALTH TEACHER "K-12"	C					MSED			09/66		09/80	02
02009	0837		HEALTH TEACHER "K-12"	B			BS					09/66		09/80	02
02010	0837		HEALTH TEACHER "K-12"	B			BA					09/66		09/80	02
02015	1002		ART				BA					08/69		09/79	01
02016	1002		ART						MFA			08/69		09/79	01
02017	1003		ART HISTORY						MA			02/71		09/79	01
02019	1004		MUSIC-COMPOSITION				BS					08/72		09/79	01
02018	1004		MUSIC-PERFORMANCE				BS					08/72		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2925
CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02021	1005		MUSIC				BA					08/69		09/79	01
02020	1005		MUSIC						MA			08/69		09/79	01
76210	1007		THEATRE				BA					07/76		09/79	01
76211	1007		THEATRE						MFA			07/76		09/79	01
04002	1007		THEATRE						MA			07/76		09/79	01
76209	1008		DANCE				BS					07/76		09/79	01
76208	1008		DANCE				BA					07/76		09/79	01
02022	1010		FILM STUDIES				BS					07/74		09/79	01
02023	1010		FILM STUDIES				BA					07/74		09/79	01
02024	1101		CLASSICAL LANGUAGES "GREEK, LATIN"				BA					08/69		09/79	01
02025	1102		FRENCH				BA					08/69		09/79	01
02026	1102		FRENCH						MA			08/69		09/79	01
02027	1102	01	FRENCH "7-12"	C					MA			12/77		09/81	02
02028	1102	01	FRENCH "7-12"	B			BA					12/77		09/81	02
02030	1103		GERMAN				BA					08/69		09/79	01
02031	1103	01	GERMAN "7-12"	B			BA					12/77		09/81	02
02033	1104		ITALIAN				BA					08/69		09/79	01
02032	1104	01	ITALIAN "7-12"	B			BA					12/77		09/81	02
02034	1105		SPANISH				BA					08/69		09/79	01
02035	1105		SPANISH						MA			08/69		09/79	01
02037	1105	01	SPANISH "7-12"	C					MA			12/77		09/81	02
02036	1105	01	SPANISH "7-12"	B			BA					12/77		09/81	02
02039	1106		RUSSIAN				BA					08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
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INSTITUTIONAL MASTER LIST

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CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02038	1106	01	RUSSIAN "7-12"	B			BA					12/77		09/81	02
02835	1109	01	LATIN "7-12"	B			BA					12/77		09/81	02
02040	1111		HEBREW				BA					08/69		09/79	01
02041	1111	01	HEBREW "7-12"	B			BA					12/77		09/81	02
78495	1214		COMMUNITY HEALTH EDUCATION						MA			09/78		09/81	86
77738	1220		SPEECH PATHOLOGY	X					MS			11/77		09/79	59
77741	1220		AUDIOLOGY	X					MS			11/77		09/79	59
77737	1220		SPEECH PATHOLOGY				BS					11/77		09/79	59
77740	1220		AUDIOLOGY				BS					11/77		09/79	59
77739	1220		AUDIOLOGY				BA					11/77		09/79	59
77736	1220		SPEECH PATHOLOGY				BA					11/77		09/79	59
02042	1301		HOME ECONOMICS				BA					08/69		09/79	01
02832	1301	01	HOME ECONOMICS TEACHER "K-12"	C					MS			09/66		09/80	02
02833	1301	01	HOME ECONOMICS TEACHER "K-12"	B			BS					09/66		09/80	02
02836	1301	01	HOME ECONOMICS TEACHER "K-12"	B			BA					09/66		09/80	02
02043	1501		ENGLISH				BA					08/69		09/79	01
02044	1501		ENGLISH						MA			08/69		09/79	01
02045	1501	01	ENGLISH "7-12"	C					MA			12/77		09/81	02
02046	1501	01	ENGLISH "7-12"	B			BA					12/77		09/81	02
02047	1503		COMPARATIVE LITERATURE				BA					08/69		09/79	01
02049	1504		CLASSICAL CIVILIZATION				BA					08/69		09/79	01
02051	1505		LINGUISTICS				BA					02/75		09/79	01
02054	1506	01	SPEECH TEACHER K-12	C					MA			09/66		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

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CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD					A C		DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR		DOCT				
02052	1506	01	SPEECH TEACHER K-12	B			BA					09/66		09/80	02
02056	1507		CREATIVE WRITING						MFA			08/73		09/79	01
02057	1509		PHILOSOPHY				BA					08/69		09/79	01
02065	1701		MATHEMATICS				BS					08/69		09/79	01
02067	1701		COMPUTATIONAL MATHEMATICS				BS					0[illegible]/72		09/79	01
02064	1701		MATHEMATICS				BA					08/69		09/79	01
02063	1701		MATHEMATICS						MA			08/69		09/79	01
02059	1701	01	MATHEMATICS "7-12"	C					MA			12/77		09/81	02
02061	1701	01	MATHEMATICS "7-12"	B			BS					12/77		09/81	02
02062	1701	01	MATHEMATICS "7-12"	B			BA					12/77		09/81	02
02070	1902		PHYSICS				BS					08/69		09/79	01
02074	1902		PHYSICS BA/MA				BA					10/72		09/79	01
02071	1902		PHYSICS				BA					08/69		09/79	01
02068	1902		PHYSICS						MA			08/69		09/79	01
02072	1902		PHYSICS BA/MA						MA			10/72		09/79	01
02069	1902	01	PHYSICS "7-12"	C					MA			12/77		09/81	02
02075	1902	01	PHYSICS "7-12"	B			BS					12/77		09/81	02
02073	1902	01	PHYSICS "7-12"	B			BA					12/77		09/81	02
02084	1905		CHEMISTRY				BS					08/69		09/79	01
02081	1905		CHEMISTRY BA/MA				BA					10/72		09/79	01
02082	1905		CHEMISTRY				BA					08/69		09/79	01
02080	1905		CHEMISTRY BA/MA						MA			10/72		09/79	01
02083	1905		CHEMISTRY						MA			08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2925
CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02086	1905	01	CHEMISTRY "7-12"	C					MA			12/77		09/81	02
02079	1905	01	CHEMISTRY "7-12"	B			BS					12/77		09/81	02
02085	1905	01	CHEMISTRY "7-12"	B			BA					12/77		09/81	02
02092	1914		GEOLOGY				BS					08/69		09/79	01
02090	1914		GEOLOGY				BA					08/69		09/79	01
02091	1914		GEOLOGY						MA			08/69		09/79	01
02095	1917	01	EARTH SCIENCE "7-12"	C					MA			12/77		09/81	02
02093	1917	01	EARTH SCIENCE "7-12"	B			BS					12/77		09/81	02
02094	1917	01	EARTH SCIENCE "7-12"	B			BA					12/77		09/81	02
02098	2001		PSYCHOLOGY				BS					08/69		09/79	01
78496	2001		PSYCHOLOGY - TIME-SHORTENED				BA					09/78		09/79	03
02096	2001		PSYCHOLOGY				BA					08/69		09/79	01
78497	2001		PSYCHOLOGY - TIME-SHORTENED						MA			09/78		09/79	03
02097	2001		PSYCHOLOGY						MA			08/69		09/79	03
02100	2201	01	SOCIAL STUDIES "7-12"	C			BA					12/77		09/81	02
02099	2201	01	SOCIAL STUDIES "7-12"	C					MA			12/77		09/81	02
02102	2202		ANTHROPOLOGY				BA					08/69		09/79	01
02103	2203		ARCHAEOLOGY				BA					02/75		09/79	01
02104	2204		ECONOMICS--COMPUTER INFO BS/MPS				BS					06/75		09/79	01
01889	2204		ECONOMICS				BA					08/69		09/79	01
02105	2204		ECONOMICS--COMPUTER INFO BS/MPS						MPS			06/75		09/79	01
01895	2204		ECONOMICS						MA			08/69		09/79	01
02106	2205		HISTORY				BA					08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/28/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2925
CUNY BROOKLYN COLLEGE

BROOKLYN NY 11210

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02107	2205		HISTORY						MA			08/69		09/79	01
02109	2207		POLITICAL SCIENCE				BA					08/69		09/79	01
77758	2207		POLITICAL SCIENCE + LAW MA/JD W/BRK LAW						MA			12/77		09/79	03
02108	2207		POLITICAL SCIENCE						MA			08/69		09/79	01
02111	2208		SOCIOLOGY				BA					08/69		09/79	01
02110	2208		SOCIOLOGY						MA			08/69		09/79	01
02112	2211		AFRO-AMERICAN STUDIES				BA					09/72		09/79	01
02114	2214		URBAN ADM & COMP INFORMATION SCIENCE				BA					02/75		09/79	01
02115	2214		URBAN STUDIES				BA					08/69		09/79	01
02113	2214		URBAN ADM & COMP INFORMATION SCIENCE						MA			02/75		09/79	01
02116	4902		INTERDEPT. MAJOR IN THE SCH OF SCIENCE				BS					09/72		09/79	01
02117	4903		WOMEN'S STUDIES				BA					02/75		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02118	0202		ARCHITECTURE	X			BARCH					08/74		08/79	47
02119	0202		ARCHITECTURE				BS					08/74		08/79	47
02120	0204		LANDSCAPE ARCHITECTURE	X			BS					09/75		09/82	48
02121	0206		URBAN DESIGN						MUP			01/76		W/T	78
02123	0313		AMERICAN STUDIES				BA					08/69		09/79	01
02124	0399		AREA STUDIES-BLACK-PUERTO RICAN-JEWISH				BA					09/75		09/79	01
02125	0399		AREA STUDIES-ASIAN-LATIN AMER-RUSSIAN				BA					09/75		09/79	01
02128	0401		BIOLOGY				BS					08/69		09/79	01
02126	0401		BIOLOGY				BA					08/69		09/79	01
02127	0401		BIOLOGY						MA			08/69		09/79	01
11167	0401	01	BIOLOGY "7-12"	B			BSED					09/67		09/79	02
02129	0401	01	BIOLOGY "7-12"	B			BS					09/67		09/79	02
02130	0401	01	BIOLOGY "7-12"	B			BA					09/67		09/79	02
02133	0414		BIOCHEMISTRY						MA			08/69		09/79	01
02135	0701		COMPUTER SCIENCE				BS					05/73		09/79	01
02134	0701		COMPUTER SCIENCE						MS			05/73		09/79	01
02137	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
02136	0802		ELEMENTARY "N-6"	B			BSED					09/75		09/79	02
09629	0808		TEACHERS OF SPECIAL EDUCATION	C					MSED			09/75		09/79	02
09741	0808		TEACHERS OF SPECIAL EDUCATION	B			BSED					09/75		09/79	02
02164	0826	01	SCHOOL COUNSELOR	C					MSED			09/73		09/79	02
02163	0826	02	SCHOOL PSYCHOLOGIST	C					MSED			09/68		09/79	02
76039	0827		SCHOOL DISTRICT ADMINISTRATOR	C					MSED			04/76		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
76040	0828		SCHOOL ADMINISTRATOR & SUPERVISOR	C					MSED			04/76		09/80	02
02165	0828		SCHOOL ADMIN. + SUPER.	C						X		09/73		09/80	02
77656	0830		READING TEACHER	B					MSED			09/77		09/80	02
13800	0830		DEVELOPMENTAL & REMEDIAL READING							X		04/75		09/79	02
02168	0831		ART "K-12" TEACHER	C					MA			09/67		09/80	02
02166	0831		ART "K-12" TEACHER	B			BSED					09/67		09/80	02
10771	0831		ART "K-12" TEACHER	B			BS					09/67		09/80	02
02167	0831		ART "K-12" TEACHER	B			BA					09/67		09/80	02
02170	0832		MUSIC "K-12" TEACHER	B			BSED					09/72		09/80	02
09386	0832		MUSIC "K-12" TEACHER	B			BS					09/67		09/80	02
02169	0832		MUSIC "K-12" TEACHER	B			BA					09/72		09/80	02
02172	0835		PHYSICAL EDUCATION TEACHER "K-12"	B			BSED					09/67		09/80	02
02173	0837		HEALTH TEACHER "7-12"	C					MSED			09/71		09/80	02
02174	0839	01	INDUSTRIAL ARTS TEACHER				BSED					09/67		09/80	02
02175	0839	01	INDUSTRIAL ARTS TEACHER						MSED			09/67		09/80	02
08901	0839	03	TRADE SUBJECTS TEACHER	B			BSED					09/67		09/80	02
13801	0899		ADULT & COMMUNITY EDUCATION						MSED			09/60		09/80	02
76207	0899		ENVIRONMENTAL EDUCATION						MA			06/76		09/79	02
02176	0901		INTERDEPARTMENTAL ENGINEERING PROGRAMS						MS			05/73		W/T	45
02178	0906		CHEMICAL ENGINEERING	X			BE					05/73		W/T	45
02177	0906		CHEMICAL ENGINEERING						ME			05/73		W/T	45
02179	0908		CIVIL ENGINEERING	X			BE					05/73		W/T	45
02180	0908		CIVIL ENGINEERING						ME			05/73		W/T	45

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02182	0909		ELECTRICAL ENGINEERING	X			BE					05/73		W/T	45
02181	0909		ELECTRICAL ENGINEERING						ME			05/73		W/T	45
02184	0910		MECHANICAL ENGINEERING	X			BE					05/73		W/T	45
02183	0910		MECHANICAL ENGINEERING						ME			05/73		W/T	45
02185	0925		ELECTRO-MECHANICAL TECHNOLOGY				BTECH					12/70		W/T	75
02189	0999		CONCENTRATION IN TECHNICAL URBAN PROBLEM						MS			09/74		09/79	45
02192	1001		PERFORMING ARTS				BFA					10/75		09/79	01
02191	1001		PERFORMING ARTS						MFA			10/75		09/79	01
02194	1002		ART				BA					08/69		09/79	01
10520	1002		ART						MFA			08/75		09/79	01
02193	1002		ART						MA			08/69		09/79	01
02196	1005		MUSIC				BA					08/69		09/79	01
02195	1005		MUSIC						MA			08/69		09/79	01
02197	1007		THEATRE				BA					11/69		09/79	01
02198	1007		THEATRE						MA			11/69		09/79	01
02199	1101		ROMANCE LANG "FRENCH,ITALIAN,SPANISH				BA					08/69		09/79	01
02203	1102	01	FRENCH "7-12"	B			BSED					09/67		09/79	02
02201	1102	01	FRENCH "7-12"	B			BA					09/67		09/79	02
02204	1103		GERMAN				BA					08/69		09/79	01
01901	1105	01	SPANISH "7-12"	B			BSED					09/67		09/79	02
02206	1105	01	SPANISH "7-12"	B			BA					09/67		09/79	02
02208	1106		RUSSIAN				BA					08/69		09/79	01
02209	1109		LATIN				BA					08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02210	1110		GREEK				BA					08/69		09/79	01
02211	1111		HEBREW				BA					08/69		09/79	01
02212	1203		UNDERGRADUATE-NURSING	X			BS					03/75		03/80	39
77450	1220		SPEECH PATHOLOGY	X					MA			10/77		12/78	59
77452	1220		AUDIOLOGY	X					MA			10/77		12/78	59
77449	1220		SPEECH PATHOLOGY				BA					10/77		12/78	59
77451	1220		AUDIOLOGY				BA					10/77		12/78	59
02213	1401		PRE-LAW				BA					09/75		W/T	03
02215	1501		ENGLISH-COMBINED 4-YEAR BA/MA				BA					08/69		09/79	01
02220	1501		ENGLISH				BA					08/69		09/79	01
02217	1501		ENGLISH-COMBINED 4-YEAR BA/MA						MA			08/69		09/79	01
02219	1501		ENGLISH						MA			08/69		09/79	01
02216	1501	01	ENGLISH "7-12"	C					MA			09/67		09/79	02
08898	1501	01	ENGLISH "7-12"	B			BSED					09/67		09/79	02
02218	1501	01	ENGLISH "7-12"	B			BS					09/67		09/79	02
02214	1501	01	ENGLISH "7-12"	B			BA					09/67		09/79	02
02223	1503		COMPARATIVE LITERATURE				BA					08/69		09/79	01
02225	1504		CLASSICS				BA					08/69		09/79	01
02227	1505		LINGUISTICS				BA					08/69		09/79	01
02228	1506		SPEECH				BA					08/69		09/79	01
02229	1506		SPEECH						MA			08/69		09/79	01
01970	1506	01	SPEECH	B			BA					09/67		09/80	02
02232	1507		CREATIVE WRITING						MA			06/72		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02233	1509		PHILOSOPHY				BA					08/69		09/79	01
02236	1701		MATHEMATICS				BS					08/69		09/79	01
02237	1701		MATHEMATICS				BA					08/69		09/79	01
02243	1701		MATHEMATICS-COMBINED 4-YEAR PROGRAM				BA					08/69		09/79	01
02242	1701		MATHEMATICS						MA			08/69		09/79	01
02241	1701		MATHEMATICS-COMBINED 4-YEAR PROGRAM						MA			08/69		09/79	01
02240	1701	01	MATHEMATICS "7-12"	C					MA			09/67		09/79	02
02238	1701	01	MATHEMATICS "7-12"	B			BSED					09/67		09/79	02
02239	1701	01	MATHEMATICS "7-12"	B			BA					09/67		09/79	02
02245	1902		PHYSICS				BS					08/69		09/79	01
02246	1902		PHYSICS				BA					08/69		09/79	01
02247	1902		PHYSICS						MA			08/69		09/79	01
08895	1902	01	PHYSICS "7-12"	B			BSED					09/67		09/79	02
02250	1902	01	PHYSICS "7-12"	B			BS					09/67		09/79	02
02248	1902	01	PHYSICS "7-12"	B			BA					09/67		09/79	02
02257	1905		CHEMISTRY				BS					08/69		09/79	01
02252	1905		CHEMISTRY				BA					08/69		09/79	01
02256	1905		CHEMISTRY						MA			08/69		09/79	01
08887	1905	01	CHEMISTRY "7-12"	B			BSED					09/67		09/79	02
02254	1905	01	CHEMISTRY "7-12"	B			BS					09/67		09/79	02
02255	1905	01	CHEMISTRY "7-12"	B			BA					09/67		09/79	02
02260	1914		GEOLOGY				BS					08/69		09/79	01
02259	1914		GEOLOGY				BA					08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02261	1914		GEOLOGY						MA			08/69		09/79	01
08886	1917	01	EARTH SCIENCE "7-12"	B			BSED					09/67		09/79	02
02263	1917	01	EARTH SCIENCE "7-12"	B			BS					09/67		09/79	02
02262	1917	01	EARTH SCIENCE "7-12"	B			BA					09/67		09/79	02
02265	1919		OCEANOGRAPHY				BS					08/69		09/79	01
02268	2001		PSYCHOLOGY				BS					08/69		09/79	01
02266	2001		PSYCHOLOGY				BA					08/69		09/79	01
02267	2001		PSYCHOLOGY						MA			08/69		09/79	03
02271	2201	01	SOCIAL STUDIES "7-12"	C					MA			09/67		09/79	02
08888	2201	01	SOCIAL STUDIES "7-12"	B			BSED					09/67		09/79	02
02270	2201	01	SOCIAL STUDIES "7-12"	B			BS					09/67		09/79	02
02269	2201	01	SOCIAL STUDIES "7-12"	B			BA					09/67		09/79	02
02272	2202		ANTHROPOLOGY				BA					08/69		09/79	01
02274	2204		ECONOMICS 4-YEAR BA/MA				BA					09/75		09/79	01
02273	2204		ECONOMICS				BA					08/69		09/79	01
02276	2204		ECONOMICS 4-YEAR BA/MA						MA			09/75		09/79	01
02275	2204		ECONOMICS						MA			08/69		09/79	01
02277	2205		HISTORY				BA					08/69		09/79	01
02278	2205		HISTORY						MA			08/69		09/79	01
02280	2206		GEOGRAPHY				BS					08/69		09/79	01
02279	2206		GEOGRAPHY				BA					08/69		09/79	01
02281	2207		POLITICAL SCIENCE				BA					08/69		09/79	01
02283	2208		SOCIOLOGY				BA					08/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 2970
CUNY CITY COLLEGE
CONVENT AVE AT 138TH ST
NEW YORK NY 10031

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02284	2208		SOCIOLOGY						MA			08/69		09/79	01
02285	2210		INTERNATIONAL RELATIONS						MA			08/69		09/79	01
02286	2214		TECHNICAL URBAN PROBLEMS				BS					09/74		09/79	01
02288	2299		URBAN LEGAL STUDIES				BA					03/75		09/79	01
02289	4901		MEDIEVAL + REN. STUDIES						MA			02/75		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3020
CUNY GRADUATE CENTER
33 W 42ND ST
NEW YORK NY 10036

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	TYPE OF AWARD PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
78745	0401		BIOLOGY						M PHIL			09/78		09/79	01
02305	0401		BIOLOGY								PHD	02/71		09/79	01
78746	0414		BIOCHEMISTRY						M PHIL			09/78		09/79	01
02306	0414		BIOCHEMISTRY								PHD	02/71		09/79	01
78747	0499		BIOMEDICAL SCIENCES						M PHIL			09/78		09/79	01
02307	0499		BIOMEDICAL SCIENCES								PHD	02/71		09/79	01
78748	0501		BUSINESS						M PHIL			09/78		09/79	01
02308	0501		BUSINESS								PHD	02/71		09/79	01
78777	0801		EDUCATION						M PHIL			09/78		09/79	02
02309	0801		EDUCATION								PHD	02/71		09/80	02
78778	0901		ENGINEERING						M PHIL			09/78		09/79	45
02310	0901		ENGINEERING								PHD	02/71		W/T	45
78749	1003		ART HISTORY						M PHIL			09/78		09/79	01
02311	1003		ART HISTORY								PHD	05/74		09/79	01
78750	1005		MUSIC						M PHIL			09/78		09/79	01
02312	1005		MUSIC								PHD	02/71		09/79	01
78751	1007		THEATER						M PHIL			09/78		09/79	01
02313	1007		THEATER								PHD	02/71		09/79	01
02315	1101		GERMANIC LANGUAGES AND LITERATU[illegible]						MA			02/71		09/79	01
78752	1101		GERMANIC LANGUAGES + LITERATURE						M PHIL			09/78		09/79	01
02314	1101		GERMANIC LANGUAGES AND LITERATURE								PHD	02/71		09/79	01
78753	1102		FRENCH						M PHIL			09/78		09/79	01
02316	1102		FRENCH								PHD	02/71		09/79	01

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INSTITUTION 3020
CUNY GRADUATE CENTER
33 W 42ND ST
NEW YORK NY 10036

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C			TYPE OF AWARD			A C		DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR		DOCT				
78754	1105		SPANISH						M PHIL			09/78		09/79	01
02318	1105		SPANISH								PHD	02/71		09/79	01
02319	1220		SPEECH + HEARING SCIENCES	X							PHD	10/77		09/82	59
78779	1220		SPEECH AND HEARING SCIENCES						M PHIL			09/78		09/79	59
78755	1502		ENGLISH LITERATURE						M PHIL			09/78		09/79	01
02320	1502		ENGLISH LITERATURE								PHD	02/71		09/79	01
02322	1503		COMPARATIVE LITERATURE						MA			02/71		09/79	01
78756	1503		COMPARATIVE LITERATURE						M PHIL			09/78		09/79	01
02321	1503		COMPARATIVE LITERATURE								PHD	02/71		09/79	01
02323	1504		CLASSICAL STUDIES						MA			02/71		09/79	01
77308	1505		LINGUISTICS						MA			06/77		09/79	01
78757	1505		LINGUISTICS						M PHIL			09/78		09/79	01
02324	1505		LINGUISTICS								PHD	02/71		09/79	01
77309	1509		PHILOSOPHY						MA			06/77		09/79	01
78758	1509		PHILOSOPHY						M PHIL			09/78		09/79	01
02325	1509		PHILOSOPHY								PHD	02/71		09/79	01
78759	1701		MATHEMATICS						M PHIL			09/78		09/79	01
02326	1701		MATHEMATICS								PHD	02/71		09/79	01
78760	1902		PHYSICS						M PHIL			09/78		09/79	01
02327	1902		PHYSICS								PHD	02/71		09/79	01
78761	1905		CHEMISTRY						M PHIL			09/78		09/79	01
02328	1905		CHEMISTRY								PHD	02/71		09/79	01
78780	2001		PSYCHOLOGY						M PHIL			09/78		09/79	03

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INSTITUTION 3020
CUNY GRADUATE CENTER
33 W 42ND ST
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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02329	2001		PSYCHOLOGY								PHD	02/71		09/79	83
02330	2104		SOCIAL WORK								DSW	10/75		10/80	54
78762	2202		ANTHROPOLOGY						M PHIL			09/78		09/79	01
02331	2202		ANTHROPOLOGY								PHD	02/71		09/79	01
78763	2204		ECONOMICS						M PHIL			09/78		09/79	01
02332	2204		ECONOMICS								PHD	02/71		09/79	01
78764	2205		HISTORY						M PHIL			09/78		09/79	01
02333	2205		HISTORY								PHD	02/71		09/79	01
77310	2207		POLITICAL SCIENCE						MA			06/77		09/79	01
78765	2207		POLITICAL SCIENCE						M PHIL			09/78		09/79	01
02334	2207		POLITICAL SCIENCE								PHD	02/71		09/79	01
78766	2208		SOCIOLOGY						M PHIL			09/78		09/79	01
02335	2208		SOCIOLOGY								PHD	02/71		09/79	01
02336	4901		CUNY BACCALAUREATE				BS					03/74		09/79	01
02337	4901		CUNY BACCALAUREATE				BA					03/74		09/79	01

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INSTITUTION 3060
CUNY HUNTER COLLEGE
695 PARK AVENUE
NEW YORK NY 10021

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02339	0302		EAST ASIAN STUDIES				BA					11/69		09/79	01
00044	0307		RUSSIAN AREA STUDIES						MA			04/77		09/79	01
02341	0309		JEWISH SOCIAL STUDIES				BA					04/72		09/79	01
02342	0313		INTER-AMERICAN AFFAIRS				BA					04/72		09/79	01
02344	0401		BIOLOGY (BIOLOGICAL SCIENCES)				BA					11/69		09/79	01
02343	0401		BIOLOGY (BIOLOGICAL SCIENCES)						MA			11/69		09/79	01
02345	0401	01	BIOLOGY "7-12"	C					MA			09/68		09/79	02
02346	0401	01	BIOLOGY "7-12"	B			BA					12/77		09/81	02
02348	0414		BIOCHEMISTRY						MA			11/69		09/79	01
02349	0420		ENVIRONMENTAL SCIENCE STUDIES				BA					05/73		09/79	01
02351	0502		ACCOUNTING	X			BS					07/72		07/82	49
02352	0601		COMMUNICATIONS				BA					11/69		09/79	01
02353	0601		COMMUNICATIONS						MA			11/69		09/79	01
02355	0701		MEDICAL COMPUTER SCIENCE				BS					11/69		09/79	01
02354	0701		COMPUTER SCIENCE				BA					09/74		09/79	01
02358	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
02356	0802		ELEMENTARY "N-6"	B			BA					09/75		09/79	02
08878	0808		TEACHERS OF SPECIAL EDUCATION	C					MSED			09/75		09/79	02
02360	0812		TEACHERS OF THE DEAF	C					MSED			09/75		09/79	02
02361	0814		TCHRS OF BLIND & VISUALLY HANDICAPPED	C					MSED			09/75		09/79	02
02362	0815		TCHRS OF SPEECH & HEARING HANDICAPPED	C					MA			09/75		09/79	02
02008	0815		TCHRS OF SPEECH + HEARING HANDICAPPED	B			BA					09/75		09/79	02
76206	0819		REHABILITATION						MSED			04/76		09/79	03

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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02365	0826		COL COUNSELING & STUDENT DEVELOPMENT						MA			11/69		09/79	01
02364	0826	01	SCHOOL COUNSELOR	C					MSED			09/69		09/79	02
02366	0828		SCHOOL ADMINISTRATOR & SUPERVISOR	C						X		12/77		09/81	02
77655	0830		READING TEACHER	B					MA			09/77		09/80	02
02368	0831		ART "K-12" TEACHER	C					MA			09/68		09/80	02
02367	0831		ART "K-12" TEACHER	B			BA					09/68		09/80	02
02371	0832		MUSIC "K-12" TEACHER	C					MA			09/68		09/80	02
02370	0832		MUSIC "K-12" TEACHER	B			BS					09/68		09/80	02
02373	0835		PHYSICAL EDUCATION "K-12" TEACHER	C					MSED			09/68		09/80	02
02372	0835		PHYSICAL EDUCATION "K-12" TEACHER	B			BS					09/68		09/80	02
02374	0835		PHYSICAL EDUCATION				BA					11/69		09/79	01
02376	0837		HEALTH "K-12" TEACHER	C					MSED			09/68		09/80	02
02375	0837		HEALTH "K-12" TEACHER	B			BA					09/68		09/80	02
02377	0837		HEALTH EDUCATION				BA					11/69		09/79	01
02378	0838		BUSINESS EDUCATION	C					MSED			09/68		09/80	02
02379	0838		BUSINESS EDUCATION	B			BA					09/68		09/80	02
02380	0838		BUSINESS EDUCATION				BA					11/69		09/79	01
02385	1002		ART				BFA					11/69		09/79	01
02383	1002		ART				BA					11/69		09/79	01
02384	1002		ART						MA			11/69		09/79	01
02387	1003		ART HISTORY				BA					11/69		09/79	01
02386	1003		ART HISTORY						MA			11/69		09/79	01
02855	1004		MUSIC				BS					11/69		09/79	01

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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD					A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR						
02390	1004		MUSIC 4 YEAR BA/MA				BA					09/75		09/79	01
02066	1004		MUSIC				BA					11/69		09/79	01
02389	1004		MUSIC 4 YEAR BA/MA						MA			09/75		09/79	01
02388	1004		MUSIC						MA			11/69		09/79	01
02391	1006		MUSIC-ETHNOMUSICOLOGY						MA			11/69		09/79	01
02392	1007		THEATRE AND CINEMA				BA					11/69		09/79	01
10100	1007		THEATRE & CINEMA						MA			11/69		09/79	01
02394	1008		DANCE				BA					11/73		09/79	01
02393	1008		DANCE THERAPY						MS			12/72		09/79	01
02395	1099		MUSEUM ADMINISTRATION							X		11/69		09/79	01
02396	1101		ROMANCE LANGUAGES				BA					11/69		09/79	01
02397	1102		FRENCH				BA					11/69		09/79	01
02399	1102		FRENCH						MA			11/69		09/79	01
02398	1102	01	FRENCH "7-12"	C					MA			09/68		09/79	02
02400	1102	01	FRENCH "7-12"	B			BA					12/77		09/81	02
02402	1103		GERMAN				BA					11/69		09/79	01
02404	1103	01	GERMAN "7-12"	B			BA					12/77		09/81	02
02408	1104		ITALIAN				BA					11/69		09/79	01
02407	1104		ITALIAN						MA			11/69		09/79	01
02409	1104	01	ITALIAN "7-12"	C					MA			09/68		09/79	02
02406	1104	01	ITALIAN "7-12"	B			BA					12/77		09/81	02
02413	1105		SPANISH				BA					11/69		09/79	01
02412	1105		SPANISH						MA			11/69		09/79	01

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PROG.	HEGIS		PROGRAM NAME	L	TYPE OF AWARD					A		DATE	NAT.	EXP.	U
CODE	CODE	SUP		C	CERT	ASSOC	BACH	PROF	MSTR	C	DOCT	REG.	REG.	DATE	C
02414	1105	01	SPANISH "7-12"	C					MA			09/68		09/79	02
02411	1105	01	SPANISH "7-12"	B			BA					12/77		09/81	02
02418	1106		RUSSIAN				BA					11/69		09/79	01
02416	1106	01	RUSSIAN "7-12"	B			BA					12/77		09/81	02
02419	1107		CHINESE LANGUAGE AND LITERATURE				BA					03/75		09/79	01
02422	1109		LATIN				BA					11/69		09/79	01
02421	1109	01	LATIN "7-12"	B			BA					12/77		09/81	02
02425	1110		GREEK				BA					11/69		09/79	01
02423	1110	01	GREEK "7-12"	B			BA					12/77		09/81	02
02428	1111		HEBREW				BA					11/69		09/79	01
02427	1111	01	HEBREW "7-12"	B			BA					12/77		09/81	02
02076	1203		UNDERGRADUATE-NURSING	X			BS					08/78		09/79	39
00065	1203	52	GRADUATE-NURSING						MS			08/78		09/79	69
02430	1212		PHYSICAL THERAPY	X			BS					09/73		W/T	56
02431	1214		COMMUNITY HEALTH EDUCATION				BS					11/69		09/79	86
02432	1214		COMMUNITY HEALTH EDUCATION						MS			12/70		09/79	86
02433	1215		MEDICAL RECORDS ADMINISTRATION				BS					11/69		09/79	86
77454	1220		SPEECH PATHOLOGY	X					MA			10/77		09/79	59
77456	1220		AUDIOLOGY	X					MA			10/77		09/79	59
02434	1220		COMMUNICATION SCIENCES				BA					11/69		W/T	59
77455	1220		AUDIOLOGY				BA					10/77		09/79	59
77453	1220		SPEECH PATHOLOGY				BA					10/77		09/79	59
02435	1220		COMMUNICATION SCIENCES						MA			11/69		W/T	59

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CODE	CODE	SUP		C	CERT	ASSOC	BACH	PROF	MSTR	C	DOCT	REG.	REG.	DATE	C
02436	1223		MEDICAL LABORATORY SCIENCES				BS					12/70		09/81	86
02437	1225		NUCLEAR MEDICINE THERAPY				BS					07/77		09/82	86
02439	1299		ENVIRONMENTAL HEALTH SCIENCE				BS					08/78		09/81	86
02438	1299		ENVIRONMENTAL HEALTH SCIENCE						MS			08/78		09/81	86
02441	1301		HOME ECONOMICS				BS					11/69		09/79	01
02440	1301		HOME ECONOMICS				BA					11/69		09/79	01
08865	1301	01	HOME ECONOMICS "K-12" TEACHER	C					MSED			09/68		09/80	02
08882	1301	01	HOME ECONOMICS "K-12" TEACHER	B			BS					09/68		09/80	02
02442	1306		NUTRITION						MS			11/69		09/79	01
02443	1501		ENGLISH BA/MA				BA					07/75		09/79	01
02445	1501		ENGLISH LANGUAGE ARTS				BA					11/69		09/79	01
02444	1501		ENGLISH BA/MA						MA			07/75		09/79	01
02077	1501	01	ENGLISH "7-12"	C					MA			09/68		09/79	02
02446	1501	01	ENGLISH "7-12"	B			BA					12/77		09/81	02
00109	1502		ENGLISH LITERATURE				BA					11/69		09/79	01
02447	1502		ENGLISH LITERATURE						MA			11/69		09/79	01
02449	1503		COMPARATIVE LITERATURE				BA					12/73		09/79	01
02450	1504		CLASSICAL STUDIES				BA					04/75		09/79	01
02087	1504		LATIN + GREEK				BA					11/69		09/79	01
08866	1506	01	SPEECH	C					MSED			09/68		09/80	02
08867	1506	01	SPEECH	B			BA					09/68		09/80	02
76205	1508	01	TEACHING ENGLISH AS A 2ND LANGUAGE						MA			04/76		09/79	02
02457	1509		PHILOSOPHY				BA					11/69		09/79	01

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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02459	1510		RELIGION				BA					07/72		09/79	01
02461	1701		MATHEMATICS				BA					11/69		09/79	01
02462	1701		MATHEMATICS BA/MA				BA					10/73		09/79	01
02460	1701		MATHEMATICS						MA			11/69		09/79	01
02463	1701		MATHEMATICS BA/MA						MA			10/73		09/79	01
02464	1701	01	MATHEMATICS "7-12"	C					MA			09/68		09/79	02
02465	1701	01	MATHEMATICS "7-12"	B			BA					12/77		09/81	02
02468	1702		STATISTICS				BA					11/69		09/79	01
02470	1902		PHYSICS				BA					11/69		09/79	01
02471	1902		PHYSICS BA/MA				BA					06/74		09/79	01
02474	1902		PHYSICS						MA			11/69		09/79	01
02472	1902		PHYSICS BA/MA						MA			06/74		09/79	01
02469	1902	01	PHYSICS "7-12"	C					MA			09/68		09/79	02
02473	1902	01	PHYSICS "7-12"	B			BA					12/77		09/81	02
02477	1905		CHEMISTRY				BA					11/69		09/79	01
02478	1905		CHEMISTRY						MA			11/69		09/79	01
02089	1905	01	CHEMISTRY "7-12"	C					MA			09/68		09/79	02
08738	1905	01	CHEMISTRY "7-12"	B			BA					12/77		09/81	02
02481	1914		GEOLOGY				BA					11/69		09/79	01
02482	1917	01	EARTH SCIENCE "7-12"	C					MA			09/68		09/79	02
02483	1917	01	EARTH SCIENCE "7-12"	B			BA					12/77		09/81	02
02484	2001		PSYCHOLOGY				BA					11/69		09/79	01
02485	2001		PSYCHOLOGY						MA			11/69		09/79	03

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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02486	2104		SOCIAL WORK	X					MSW			09/74		09/79	54
02488	2201	01	SOCIAL STUDIES "7-12"	C					MA			09/68		09/79	02
02487	2201	01	SOCIAL STUDIES "7-12"	B			BA					12/77		09/81	02
02490	2202		ANTHROPOLOGY BA/MA				BA					06/71		09/79	01
02489	2202		ANTHROPOLOGY				BA					11/69		09/79	01
02491	2202		ANTHROPOLOGY						MA			11/69		09/79	01
02492	2202		ANTHROPOLOGY BA/MA						MA			06/71		09/79	01
02494	2203		ARCHAEOLOGY (INTERDEPARTMENTAL)				BA					01/73		09/79	01
02495	2203		ARCHEOLOGY				BA					11/69		09/79	01
02498	2204		ECONOMICS BA/MA				BA					09/72		09/79	01
02496	2204		ECONOMICS				BA					11/69		09/79	01
02499	2204		ECONOMICS BA/MA						MA			09/72		09/79	01
02500	2205		HISTORY				BA					11/69		09/79	01
02501	2205		HISTORY BA/MA				BA					12/72		09/79	01
02503	2205		HISTORY BA/MA						MA			12/72		09/79	01
02502	2205		HISTORY						MA			11/69		09/79	01
02505	2206		GEOGRAPHY				BA					11/69		09/79	01
02506	2207		POLITICAL SCIENCE				BA					11/69		09/79	01
77784	2208		SOCIOLOGY + SOCIAL RESEARCH BA/MS				BA					12/77		09/79	01
02509	2208		SOCIOLOGY				BA					11/69		09/79	01
77785	2208		SOCIOLOGY + SOCIAL RESEARCH BA/MS						MS			12/77		09/79	01
02510	2208		SOCIAL RESEARCH						MS			01/74		09/79	01
02511	2210		INTERNATIONAL AFFAIRS				BA					11/69		09/79	01

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PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	TYPE OF AWARD BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02512	2211		BLACK AND PUERTO RICAN STUDIES				BA					05/72		09/79	01
02515	2214		URBAN STUDIES				BA					11/69		09/79	01
77759	2214		URBAN PLNG + LAW MUP/JD W/BRK LAW						MUP			12/77		09/79	03
02338	2214		URBAN PLANNING						MUP			11/69		09/79	01
02514	2214		URBAN AFFAIRS						MS			07/70		09/79	01
02513	2214		URBAN AFFAIRS						MA			07/70		09/79	01
76073	4903		WOMEN'S STUDIES				BA					04/76		09/79	01
02517	4903		HUMANITIES				BA					11/69		09/79	01
02518	4999		SPECIAL HONORS PROGRAM				BA					11/69		09/79	01
02132	4999		ECO + BUS ADM INTERDISCIPLINARY MAJOR				BA					11/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3105
CUNY JOHN JAY COL CRIM JUSTICES
444 WEST 56TH STREET
NEW YORK NY 10019

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02525	1999		FORENSIC SCIENCE				BS					07/70		09/79	01
02526	1999		FORENSIC SCIENCE						MS			12/77		09/79	01
02528	2099		FORENSIC PSYCHOLOGY						MA			09/75		09/80	03
02529	2101		FIRE SCIENCE AND ADMINISTRATION				BS					07/70		09/79	01
02531	2102		DUAL DEGREE-PUBLIC ADMINISTRATION				BA					10/74		09/79	01
02533	2102		PUBLIC ADMINISTRATION						MPA			12/77		09/79	01
02532	2102		DUAL DEGREE-PUBLIC ADMINISTRATION						MPA			10/74		09/79	01
13716	2105		CORRECTION ADMINISTRATION				BS					09/75		09/79	01
02536	2105		CRIMINAL JUSTICE				BS					07/70		09/79	01
02539	2105		CRIMINAL JUSTICE ADMINISTRATION AND PLAN				BS					05/72		09/79	01
02537	2105		POLICE SCIENCE				BS					07/70		09/79	01
00140	2105		CRIMINAL JUSTICE BA/MA				BA					09/74		09/79	01
02535	2105		CRIMINAL JUSTICE				BA					07/70		09/79	01
10065	2105		CRIMINAL JUSTICE BA/MA						MA			09/74		09/79	01
02538	2105		CRIMINAL JUSTICE						MA			12/77		09/79	01
03415	2199		FIRE SERVICE ADMINISTRATION				BA					08/76		09/79	01
02545	2207		GOVERNMENT & PUBLIC ADMINISTRATION				BA					09/72		09/79	01
02547	2211		BLACK AND PUERTO RICAN STUDIES				BA					05/72		09/79	01
02540	2299		DEVIANT BEHAVIOR + SOCIAL CONTROL				BA					05/72		09/79	01
02548	4901		LIBERAL ARTS			AA						07/70		09/79	01
02552	5505		PRIVATE SECURITY			AS						06/71		09/79	01
02553	5505		POLICE SCIENCE			AS						07/70		09/79	01
02551	5505		CORRECTION ADMINISTRATION			AS						07/70		09/79	01

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                                 INVENTORY OF REGISTERED PROGRAMS - 12/20/78
                                         INSTITUTIONAL MASTER LIST

         INSTITUTION     3105
                         CUNY JOHN JAY COL CRIM JUSTICES
                         444 WEST 56TH STREET
                         NEW YORK             NY    10019

PROG.   HEGIS       PROGRAM NAME                                L         TYPE OF AWARD        A                 DATE  NAT.  EXP.    U
CODE    CODE  SUP                                               C CERT ASSOC BACH    PROF  MSTR  C     DOCT       REG.  REG.  DATE    C

02555   5508        GOVERNMENT AND ADMINISTRATION                       AS                                       04/74       09/79   01
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NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3150
CUNY HERBERT H LEHMAN COL
BEDFORD PARK BLVD WEST
BRONX NY 10468

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02556	0308		PUERTO RICAN STUDIES				BA					05/72		09/79	01
02558	0309		INTERDEPT PROG IN ANCIENT CIV OF MED				BA					09/72		09/79	01
02559	0313		AMERICAN STUDIES				BA					09/72		09/79	01
77311	0399		ITALIAN-AMERICAN STUDIES				BA					06/77		09/79	01
02557	0399		HEBRAIC AND JUDAIC STUDIES				BA					02/73		09/79	01
02561	0401		BIOLOGY				BA					10/69		09/79	01
02563	0401		BIOLOGY						MA			10/69		09/79	01
02564	0401	01	BIOLOGY "7-12"	C					MA			09/70		09/79	02
02562	0401	01	BIOLOGY "7-12"	B			BA					12/77		09/81	02
02568	0502		ACCOUNTING "4 YR."	X			BS					06/71		06/81	49
02567	0502		ACCOUNTING "6 YR"	X			BS					09/69		09/81	49
02571	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
08561	0802		ELEMENTARY "N-6"	B			BS					09/75		09/79	02
02569	0802		ELEMENTARY "N-6"	B			BA					09/70		09/79	02
08730	0808		TEACHERS OF SPECIAL EDUCATION	C					MSED			05/78		09/79	02
02574	0815		TCHRS OF SPEECH + HEARING HANDICAPPED	C					MA			05/77		09/80	02
02188	0826	01	SCHOOL COUNSELOR	C					MSED			09/70		09/79	02
02575	0826	01	SCHOOL COUNSELOR	C					MA			09/70		09/79	02
02576	0831		ART N-12 TEACHER	C					MA			09/70		09/79	02
02577	0831		ART N-12 TEACHER	B			BA					09/70		09/80	02
77582	0831		READING TEACHER	B					MSED			12/77		09/80	02
13805	0832		MUSIC N-12 TEACHER	B			BS					09/70		09/80	02
02579	0832		MUSIC N-12 TEACHER	B			BA					09/70		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3150
CUNY HERBERT H LEHMAN COL
BEDFORD PARK BLVD WEST
BRONX NY 10468

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02585	0835		PHYSICAL EDUCATION TEACHER N-12	C					MSED			09/70		09/80	02
02584	0835		PHYSICAL EDUCATION TEACHER N-12	C					MA			09/70		09/80	02
02582	0835		PHYSICAL EDUCATION	B			BA					09/70		09/80	02
02593	0835		RECREATION EDUCATION				BS					01/71		09/79	01
02586	0835		DANCE IN THE PHYSICAL EDUCATION PROG				BA					03/70		09/79	01
02587	0835		HEALTH & PHYSICAL EDUCATION				BA					10/69		09/79	01
02580	0835	01	RECREATION EDUCATION	C					MSED			09/70		09/80	02
02581	0835	01	RECREATION EDUCATION	C					MA			09/70		09/80	02
02583	0835	01	RECREATION EDUCATION	B			BA					09/70		09/80	02
02588	0837		HEALTH N-12 TEACHER	C					MSED			09/70		09/80	02
02186	0837		HEALTH N-12 TEACHER	C					MA			09/70		09/80	02
02589	0837		HEALTH N-12 TEACHER	B			BA					09/70		09/80	02
02590	0838		BUSINESS EDUCATION	B			BA					09/70		09/80	02
02594	0899		DANCE EDUCATION				BA					03/70		09/79	01
08345	1002		ART				BFA					10/69		09/79	01
02596	1002		ART				BA					10/69		09/79	01
02187	1002		ART						MFA			12/69		09/79	01
02595	1002		ART						MA			12/69		09/79	01
02597	1004		MUSIC				BS					10/69		09/79	01
02598	1004		MUSIC				BA					10/69		09/79	01
02599	1008		DANCE THEATRE				BFA					03/70		09/79	01
02602	1101		ROMANCE LANGUAGES				BA					10/69		09/79	01
02600	1101		GREEK AND LATIN				BA					10/69		09/79	01

INSTITUTION 3150
CUNY HERBERT H LEHMAN COL
BEDFORD PARK BLVD WEST
BRONX NY 10468

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02607	1102		FRENCH				BA					10/69		09/79	01
02605	1102	01	FRENCH "7-12"	B			BA					12/77		09/81	02
02610	1103		GERMAN				BA					10/69		09/79	01
02608	1103	01	GERMAN "7-12"	B			BA					12/77		09/81	02
02613	1104		ITALIAN				BA					10/69		09/79	01
02611	1104	01	ITALIAN "7-12"	B			BA					12/77		09/81	02
02617	1105		SPANISH				BA					10/69		09/79	01
02616	1105	01	SPANISH "7-12"	C					MA			09/70		09/79	02
02615	1105	01	SPANISH "7-12"	B			BA					12/77		09/81	02
02620	1106		RUSSIAN				BA					10/69		09/79	01
02619	1106	01	RUSSIAN "7-12"	B			BA					12/77		09/81	02
02624	1109		LATIN				BA					10/69		09/79	01
02622	1109	01	LATIN "7-12"	B			BA					12/77		09/81	02
02625	1110		GREEK				BA					10/69		09/79	01
02628	1111		HEBREW				BA					10/69		09/79	01
02627	1111	01	HEBREW "7-12"	B			BA					12/77		09/81	02
10113	1202		MEDICAL SERVICES ADMINISTRATION				BS					07/77		09/82	86
02630	1203		UNDERGRADUATE - NURSING	X			BS					09/70		09/79	39
76041	1203	526	PSYCHIATRIC NURSING						MS			01/76		09/79	69
02631	1301		FAMILY & CONSUMER STUDIES				BS					10/69		09/79	01
02632	1301		FAMILY & CONSUMER STUDIES				BA					10/69		09/79	01
08560	1301	01	HOME ECONOMICS "K-12" TEACHER	C					MA			09/70		09/80	02
08562	1301	01	HOME ECONOMICS "K-12" TEACHER	B			BA					09/70		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
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INSTITUTION 3150
CUNY HERBERT H LEHMAN COL
BEDFORD PARK BLVD WEST
BRONX NY 10468

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02634	1501		ENGLISH				BA					10/69		09/79	01
02633	1501		ENGLISH						MA			10/69		09/79	01
08563	1501	01	ENGLISH "7-12"	C					MA			09/70		09/79	02
02635	1501	01	ENGLISH "7-12"	B			BA					12/77		09/81	02
02639	1502		ENGLISH LITERATURE						MA			01/70		09/79	01
02640	1503		INTERDEPART PROGRAM IN COMPARATIVE LITER				BA					09/72		09/79	01
02641	1505		LINGUISTICS				BA					10/69		09/79	01
02646	1506		SPEECH AND THEATRE				BA					10/69		09/79	01
02645	1506		SPEECH AND THEATRE						MA			09/72		09/79	01
08535	1506	01	SPEECH	C					MA			09/70		09/80	02
10750	1506	01	SPEECH	B			BA					09/70		09/80	02
02647	1509		PHILOSOPHY				BA					10/69		09/79	01
78852	1701		MATHEMATICS BA/MA				BA					09/72		09/79	01
02654	1701		MATHEMATICS				BA					10/69		09/79	01
78853	1701		MATHEMATICS BA/MA						MA			09/72		09/79	01
02655	1701		MATHEMATICS						MA			09/71		09/79	01
02650	1701	01	MATHEMATICS "7-12"	C					MSED			09/70		09/79	02
02652	1701	01	MATHEMATICS "7-12"	C					MA			09/70		09/79	02
02651	1701	01	MATHEMATICS "7-12"	B			BA					12/77		09/81	02
02660	1902		PHYSICS				BS					03/70		09/79	01
02658	1902		PHYSICS				BA					10/69		09/79	01
02657	1902	01	PHYSICS "7-12"	B			BA					12/77		09/81	02
02663	1905		CHEMISTRY				BS					10/69		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3150
CUNY HERBERT H LEHMAN COL
BEDFORD PARK BLVD WEST
BRONX NY 10468

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02661	1905		CHEMISTRY				BA					10/69		09/79	01
02662	1905	01	CHEMISTRY "7-12"	B			BA					12/77		09/81	02
02666	1914		GEOLOGY				BA					10/69		09/79	01
02668	1917	01	EARTH SCIENCE "7-12"	B			BA					12/77		09/81	02
02670	2001		PSYCHOLOGY				BA					10/69		09/79	01
02671	2201	01	SOCIAL STUDIES "7-12"	C					MA			09/70		09/79	02
02672	2201	01	SOCIAL STUDIES "7-12"	B			BA					12/77		09/81	02
02675	2202		INTERDEPART CONCENTRATION IN ANTHROPOLOG				BS					09/72		09/79	01
02674	2202		ANTHROPOLOGY				BA					10/69		09/79	01
02677	2204		ECONOMICS				BA					10/69		09/79	01
02679	2205		HISTORY				BA					10/69		09/79	01
02678	2205		HISTORY						MA			12/69		09/79	01
02682	2206		GEOGRAPHY				BA					10/69		09/79	01
02684	2207		POLITICAL SCIENCE				BA					10/69		09/79	01
02686	2208		SOCIOLOGY				BA					10/69		09/79	01
02687	2211		BLACK STUDIES				BA					07/70		09/79	01
02688	4901		SELF DETERMINED STUDIES				BS					02/73		09/79	01
02689	4901		SELF DETERMINED STUDIES				BA					02/73		09/79	01

NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED PROGRAMS - 12/20/78
INSTITUTIONAL MASTER LIST

INSTITUTION 3240
CUNY QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02691	0302		EAST ASIAN STUDIES				BA					08/69		09/79	01
02694	0308		LATIN AMERICAN AREA STUDIES				BA					08/69		09/79	01
02693	0308		LATIN AMERICAN AREA STUDIES						MA			07/72		09/79	01
02692	0308		LATIN AMERICAN AREA STUDIES							X		07/72		09/79	01
02695	0313		AMERICAN STUDIES				BA					08/69		09/79	01
02696	0401		BIOLOGY				BA					08/69		09/79	01
02698	0401		BIOLOGY						MA			08/69		09/79	01
02697	0401	01	BIOLOGY "7-12"	C					MSED			09/68		09/79	02
02699	0401	01	BIOLOGY "7-12"	B			BA					09/68		09/79	02
02701	0502		ACCOUNTING	X			BA					12/64		12/80	49
02702	0601		COMMUNICATION ARTS AND SCIENCES				BA					08/69		09/79	01
02703	0601		COMMUNICATION ARTS AND SCIENCES						MA			08/69		09/79	01
02706	0701		COMPUTER SCIENCE				BA					05/70		09/79	01
02705	0701		COMPUTER SCIENCE						MA			01/73		09/79	01
02708	0802		ELEMENTARY "N-6"	C					MSED			09/75		09/79	02
02707	0802		ELEMENTARY "N-6"	B			BA					09/75		09/79	02
08533	0808		TEACHERS OF SPECIAL EDUCATION	C					MSED			09/75		09/79	02
02710	0815		TCHRS OF SPEECH & HEARING HANDICAPPED						MA			09/75		09/79	02
02712	0826	01	SCHOOL COUNSELOR	C					MSED			09/73		09/79	02
02711	0826	02	SCHOOL PSYCHOLOGIST	B					MSED			09/64		09/79	02
12900	0826	02	SCHOOL PSYCHOLOGIST							X		09/64		09/79	02
02714	0828		SCHOOL ADMINISTRATOR AND SUPERVISCR	C						X		09/68		09/80	02
77547	0830		READING TEACHER	B					MSED			09/77		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
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INSTITUTIONAL MASTER LIST

INSTITUTION 3240
CUNY QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG.	HEGIS		PROGRAM NAME	L		TYPE OF AWARD				A		DATE	NAT.	EXP.	U
CODE	CODE	SUP		C	CERT	ASSOC	BACH	PROF	MSTR	C	DOCT	REG.	REG.	DATE	C
02715	0831		ART "K-12" TEACHER	C					MSED			09/68		09/80	02
02716	0831		ART "K-12" TEACHER	B			BA					09/68		09/80	02
02717	0832		MUSIC "K-12" TEACHER	C					MSED			09/68		09/80	02
02718	0832		MUSIC "K-12" TEACHER	B			BA					09/68		09/80	02
02719	0835		PHYSICAL EDUCATION TEACHER "K-12"	C					MSED			09/70		09/80	02
02720	0835		PHYSICAL EDUCATION TEACHER "K-12"	B			BS					09/70		09/80	02
02721	0837		HEALTH TEACHER "K-12"	B			BA					09/72		09/80	02
02722	0837		HEALTH EDUCATION				BA					05/72		09/79	01
07055	0899	01	SCHOOL MEDIA_SPECIALIST-LIBRARY	C					MLS			09/68		09/80	02
02725	1002		ART				BA					08/69		09/79	01
02726	1002		PAINTING AND SCULPTURE						MFA			01/70		09/79	01
02727	1003		HISTORY OF ART				BA					08/69		09/79	01
02728	1003		ART HISTORY						MA			01/70		09/79	01
02729	1004		MUSIC				MUSB					08/69		09/79	01
02732	1004		MUSIC				BA					08/69		09/79	01
02733	1004		MUSIC - 4 1/2 YEAR BA/MA				BA					04/72		09/79	01
02731	1004		MUSIC						MA			08/69		09/79	01
02730	1004		MUSIC-4 1/2 YEAR BA/MA						MA			04/72		09/79	01
77742	1007		DRAMA + THEATER				BA					11/77		09/79	01
77743	1007		DRAMA + THEATER						MA			11/77		09/79	01
02734	1099		THEATER AND DANCE				BA					09/75		09/79	01
02735	1102		FRENCH				BA					08/69		09/79	01
02737	1102		FRENCH						MA			08/69		09/79	01

INSTITUTION 3240
CUNY QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02738	1102	01	FRENCH "7-12"	C					MSED			09/68		09/79	02
02736	1102	01	FRENCH "7-12"	B			BA					09/68		09/79	02
02740	1103		GERMAN				BA					08/69		09/79	01
02742	1103	01	GERMAN "7-12"	B			BA					09/68		09/79	02
02743	1104		ITALIAN				BA					08/69		09/79	01
02744	1104		ITALIAN						MA			08/69		09/79	01
02749	1105		SPANISH				BA					08/69		09/79	01
02748	1105		SPANISH						MA			08/69		09/79	01
02747	1105	01	SPANISH "7-12"	C					MSED			09/68		09/79	02
02746	1105	01	SPANISH "7-12"	B			BA					09/68		09/79	02
02751	1106		RUSSIAN				BA					08/69		09/79	01
02753	1109		LATIN				BA					08/69		09/79	01
02752	1109	01	LATIN "7-1	B			BA					09/70		09/79	02
02754	1110		GREEK				BA					08/69		09/79	01
02755	1111		HEBREW				BA					08/69		09/79	01
10099	1199		YIDDISH				BA					10/75		09/79	01
02756	1199		PORTUGUESE				BA					08/69		09/79	01
77460	1220		AUDIOLOGY	X					MA			10/77		09/79	59
77458	1220		SPEECH PATHOLOGY	X					MA			10/77		09/79	59
77459	1220		AUDIOLOGY				BA					10/77		09/79	59
77457	1220		SPEECH PATHOLOGY				BA					10/77		09/79	59
02759	1301		HOME ECONOMICS				BA					08/69		09/79	01
01504	1301	01	HOME ECONOMICS TEACHER "K-12"	B			BA					09/68		09/80	02

NEW YORK STATE EDUCATION DEPARTMENT
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INSTITUTION 3240
CUNY QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
01481	1301	01	HOME ECONOMICS TEACHER "K-12"	B					MSED			09/68		09/80	02
02760	1501		ENGLISH				BA					08/69		09/79	01
02762	1501		ENGLISH						MA			08/69		09/79	01
02763	1501	01	ENGLISH "7-12"	C					MSED			09/68		09/79	02
02761	1501	01	ENGLISH "7-12"	B			BA					09/68		09/79	02
02766	1503		COMPARATIVE LITERATURE				BA					08/69		09/79	01
02768	1505		LINGUISTICS				BA					08/69		09/79	01
08532	1506	01	SPEECH	C					MSED			09/64		09/80	02
08534	1506	01	SPEECH	B			BA					09/64		09/80	02
02775	1509		PHILOSOPHY				BA					78/69		09/79	01
02772	1509		PHILOSOPHY-COMBINED 4 YEAR BA/MA				BA					11/69		09/79	01
02774	1509		PHILOSOPHY-COMBINED 4 YEAR BA/MA						MA			11/69		09/79	01
02778	1601		LIBRARY SCIENCE						MLS			08/69		09/79	01
76018	1601		LIBRARIANSHIP-POST MASTER'S							X		02/76		09/79	01
02781	1701		MATHEMATICS				BA					08/69		09/79	01
02780	1701		MATHEMATICS						MA			08/69		09/79	01
02782	1701	01	MATHEMATICS "7-12"	C					MSED			09/68		09/79	02
02779	1701	01	MATHEMATICS "7-12"	B			BA					09/68		09/79	02
02787	1902		PHYSICS-4 YEAR BA/MA				BA					01/74		09/79	01
02789	1902		PHYSICS				BA					01/74		09/79	01
02784	1902		PHYSICS						MA			01/74		09/79	01
02786	1902		PHYSICS-4 YEAR BA/MA						MA			01/74		09/79	01
02785	1902	01	PHYSICS "7-12"	C					MSED			09/68		09/79	02

NEW YORK STATE EDUCATION DEPARTMENT
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INSTITUTION 3240
CUNY QUEENS COLLEGE
65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02788	1902	01	PHYSICS "7-12"	B			BA					09/68		09/79	02
02798	1905		CHEMISTRY-4 YEAR BA/MA				BA					07/72		09/79	01
02794	1905		CHEMISTRY				BA					08/69		09/79	01
02793	1905		CHEMISTRY-4 YEAR BA/MA						MA			07/72		09/79	01
02796	1905		CHEMISTRY						MA			08/69		09/79	01
02797	1905	01	CHEMISTRY "7-12"	C					MSED			09/68		09/79	02
02795	1905	01	CHEMISTRY "7-12"	B			BA					09/68		09/79	02
02802	1914		GEOLOGY				BA					08/69		09/79	01
02801	1914		GEOLOGY						MA			08/69		09/79	01
02804	1917	01	EARTH SCIENCES "7-12"	C					MSED			09/68		09/79	02
02803	1917	01	EARTH SCIENCES "7-12"	B			BA					09/68		09/79	02
02805	2001		PSYCHOLOGY				BA					08/69		09/79	01
02806	2001		PSYCHOLOGY						MA			08/69		09/79	83
02808	2201	01	SOCIAL STUDIES "7-12"	C					MSED			09/68		09/79	02
02807	2201	01	SOCIAL STUDIES "7-12"	B			BA					09/68		09/79	02
14865	2202		ANTHROPOLOGY				BA					08/69		09/79	01
02809	2202		ANTHROPOLOGY-COMBINED 4 YEAR BA/MA				BA					08/69		09/79	01
02222	2202		ANTHROPOLOGY-COMBINED 4 YEAR BA/MA						MA			08/69		09/79	01
02811	2204		ECONOMICS				BA					08/69		09/79	01
02812	2204		ECONOMICS						MA			08/69		09/79	01
02813	2205		HISTORY				BA					08/69		09/79	01
02814	2205		HISTORY						MA			08/69		09/79	01
02815	2206		GEOGRAPHY				BA					08/69		09/79	01

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65-30 KISSENA BOULEVARD
FLUSHING NY 11367

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
76096	2207		POLITICAL SCIENCE BA/MA				BA					05/76		09/79	01
02817	2207		POLITICAL SCIENCE AND GOVERNMENT				BA					08/69		09/79	01
76097	2207		POLITICAL SCIENCE BA/MA						MA			05/76		09/79	01
02816	2207		POLITICAL SCIENCE AND GOVERNMENT						MA			08/69		09/79	01
02818	2208		SOCIOLOGY				BA					08/69		09/79	01
02819	2208		SOCIOLOGY						MA			08/69		09/79	01
02821	2214		URBAN STUDIES				BA					04/74		09/79	01
02820	2214		URBAN AFFAIRS						MA			03/71		09/79	01
02823	4901		INDIVIDUALIZED BACC.				BA					03/75		09/79	01
02822	4901		INTERDISC. MAJOR				BA					03/75		09/79	01
02824	5301		PRE-ENGINEERING		X							08/69		09/79	01

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INSTITUTIONAL MASTER LIST

INSTITUTION 3285
COL OF STATEN ISLAND-UPPER DIV
715 OCEAN TERRACE
STATEN ISLAND NY 10301

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02825	0310		EUROPEAN STUDIES				BA					03/69		09/79	01
02826	0313		AMERICAN STUDIES				BA					03/69		09/79	01
02829	0401		BIOLOGY				BS					03/69		09/79	01
02828	0401	01	BIOLOGY "7-12"	C					MS			09/70		09/79	02
02827	0401	01	BIOLOGY "7-12"	B			BA					09/70		09/79	02
02830	0420		ENVIRONMENTAL SCIENCE						MA			12/72		09/79	01
76010	0802		ELEMENTARY EDUCATION N-6	C					MSED			02/76		09/79	02
02831	0802		ELEMENTARY "N-6"	B			BA					09/75		09/79	02
02834	0803		SECONDARY EDUCATION				BA					03/69		09/80	02
76022	0808		TEACHER OF SPECIAL EDUCATION	C					MSED			03/76		09/79	02
02839	0826	01	SCHOOL COUNSELOR	C					MSED			09/72		09/79	02
02840	0828		SCHOOL ADMINISTRATOR AND SUPERVISOR	C						X		06/76		09/80	02
02841	0901		ENGINEERING SCIENCE				BS					03/69		W/T	45
02842	1002		ART				BS					08/74		09/79	01
02844	1002		ART				BA					11/72		09/79	01
02845	1005		MUSIC				BS					08/74		09/79	01
02846	1005		MUSIC				BA					03/69		09/79	01
02847	1007		DRAMATIC ARTS				BS					08/74		09/79	01
02850	1010		CINEMATOGRAPY				BA					03/69		09/79	01
02849	1010		CINEMA STUDIES						MA			06/75		09/79	01
02851	1101		ROMANCE LANGUAGES				BA					03/69		09/79	01
02853	1102	01	FRENCH "7-12"	C					MS			09/70		09/79	02
02852	1102	01	FRENCH "7-12"	B			BA					09/70		09/79	02

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INSTITUTION 3285
COL OF STATEN ISLAND-UPPER DIV
715 OCEAN TERRACE
STATEN ISLAND NY 10301

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	TYPE OF AWARD							DATE REG.	NAT. REG.	EXP. DATE	U C
					CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT				
02855	1105	01	SPANISH "7-12"	C					MS			09/70		09/79	02
02854	1105	01	SPANISH "7-12"	B			BA					09/70		09/79	02
02856	1223		MEDICAL TECHNOLOGY				BS					08/78		09/80	86
02860	1501		ENGLISH				BA					03/69		09/79	01
02861	1501		ENGLISH						MA			07/69		09/79	01
02858	1501	01	ENGLISH "7-12"	C					MS			09/70		09/79	02
02859	1501	01	ENGLISH "7-12"	B			BA					09/70		09/79	02
02862	1503		COMPARATIVE LITERATURE				BA					03/69		09/79	01
02863	1509		PHILOSOPHY				BA					07/74		09/79	01
02866	1701		MATHEMATICS				BS					03/69		09/79	01
02865	1701	01	MATHEMATICS "7-12"	C					MS			09/70		09/79	02
02864	1701	01	MATHEMATICS "7-12"	B			BA					09/70		09/79	02
02869	1902		PHYSICS				BS					03/69		09/79	01
02868	1902	01	PHYSICS "7-12"	C					MS			09/70		09/79	02
02867	1902	01	PHYSICS "7-12"	B			BA					09/70		09/79	02
02872	1905		CHEMISTRY				BS					03/69		09/79	01
02871	1905	01	CHEMISTRY "7-12"	C					MS			09/70		09/79	02
02870	1905	01	CHEMISTRY "7-12"	B			BA					09/70		09/79	02
02874	2001		PSYCHOLOGY				BA					03/69		09/79	01
02876	2201	01	SOCIAL STUDIES "7-12"	C					MS			09/70		09/79	02
02875	2201	01	SOCIAL STUDIES "7-12"	B			BA					09/70		09/79	02
02877	2202		ANTHROPOLOGY				BA					03/69		09/79	01
02878	2204		ECONOMICS				BS					08/75		09/79	01

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COL OF STATEN ISLAND-UPPER DIV
715 OCEAN TERRACE
STATEN ISLAND NY 10301

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	TYPE OF AWARD BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02879	2204		ECONOMICS				BA					03/69		09/79	01
02880	2205		HISTORY				BA					03/69		09/79	01
02882	2207		POLITICAL SCIENCE				BA					03/69		09/79	01
02883	2208		SOCIOLOGY				BA					03/69		09/79	01
78183	2210		INTERNATIONAL STUDIES				BS					03/78		09/79	01
78182	2210		INTERNATIONAL STUDIES				BA					03/78		09/79	01
02884	2211		AFRICAN-AMERICAN STUDIES				BA					01/72		09/79	01
02885	2214		URBAN-COMMUNITY STUDIES				BA					02/73		09/79	01
02886	2299		WOMEN STUDIES PROGRAM				BA					03/72		09/79	01
02888	4901		INTERDIVISIONAL PROGRAMS				BS					03/69		09/79	01
02887	4901		INTERDIVISIONAL PROGRAMS				BA					03/69		09/79	01
02889	4901		SCIENCE, LETTERS, SOCIETY				BA					01/72		09/79	01
02890	4902		INTERDISCIPLINARY COMBINATIONS IN SCIENC				BS					03/69		09/79	01
02891	4903		GENERAL HUMANITIES				BA					03/69		09/79	01

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INSTITUTION 3375
CUNY YORK COLLEGE
150 14 JAMAICA AVENUE
JAMAICA NY 11432

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02892	0401		BIOLOGY				BS					08/76		09/79	01
02893	0401		BIOLOGY				BA					08/76		09/79	01
02894	0401	01	BIOLOGY "7-12"	B			BA					12/77		09/81	02
78794	0502		ACCOUNTING	X			BS					10/78		09/79	49
02895	0802		ELEMENTARY "N-6"	B			BS					09/75		09/79	02
02896	0804	01	N-9 ENGLISH	B			BA					09/70		09/79	02
02900	0804	02	N-9 SOCIAL STU.	B			BA					09/70		09/79	02
02897	0804	03	N-9 MATHEMATICS	B			BA					09/70		09/79	02
02898	0804	05	N-9 FRENCH	B			BA					09/70		09/79	02
02899	0804	07	N-9 SPANISH	B			BA					09/70		09/79	02
77554	0831		TEACHER OF ART K-12 (TPT)	B			BA					08/77		09/79	02
02901	0832		MUSIC "K-12" TEACHER	B			BA					09/70		09/80	02
02905	0835		PHYS ED TEACHER "K-12"	B			BA					09/70		09/80	02
02906	0835		PHYSICAL EDUCATION				BA					01/72		09/79	01
12901	0837		COMMUNITY HEALTH EDUCATION				BA					03/75		09/79	02
02907	0837		HEALTH EDUCATION "K-12" TEACHER				BA					01/75		09/80	02
02908	1001		FINE ARTS				BA					08/76		09/79	01
02909	1005		MUSIC				BA					08/76		09/79	01
02910	1102		FRENCH				BA					08/76		09/79	01
02911	1102	01	FRENCH "7-12"	B			BA					12/77		09/81	02
02913	1103		GERMAN				BA					08/76		09/79	01
02912	1103	01	GERMAN "7-12"	B			BA					09/70		09/79	02
02915	1104		ITALIAN				BA					08/76		09/79	01

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JAMAICA NY 11432

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02914	1104	01	ITALIAN "7-12"	B			BA					12/77		09/81	02
02916	1105		SPANISH				BA					08/76		09/79	01
02917	1105	01	SPANISH "7-12"	B			BA					12/77		09/81	02
02918	1208		OCCUPATIONAL THERAPY				BS					04/75		06/79	56
02919	1223		MEDICAL TECHNOLOGY				BS					04/75		06/79	86
02920	1299		ENVIRONMENTAL HEALTH SCIENCE				BS					04/75		06/79	86
02921	1501		ENGLISH				BA					08/76		09/79	01
02922	1501	01	ENGLISH "7-12"	B			BA					12/77		09/81	02
02923	1506		SPEECH				BA					08/76		09/79	01
02924	1509		PHILOSOPHY				BA					08/76		09/79	01
02926	1701		MATHEMATICS				BS					08/76		09/79	01
02925	1701		MATHEMATICS				BA					08/76		09/79	01
02927	1701	01	MATHEMATICS "7-12"	B			BA					12/77		09/81	02
02928	1902		PHYSICS				BS					08/76		09/79	01
02904	1902	01	PHYSICS "7-12"	B			BA					09/70		09/79	02
02929	1905		CHEMISTRY				BS					08/76		09/79	01
02930	1905		CHEMISTRY				BA					08/76		09/79	01
02903	1905	01	CHEMISTRY "7-12"	B			BA					12/77		09/81	02
02931	1914		GEOLOGY				BS					08/76		09/79	01
02902	1917	01	EARTH SCIENCE "7-12"	B			BA					12/77		09/81	02
02932	2001		PSYCHOLOGY				BA					08/76		09/79	01
02933	2201	01	SOCIAL STUDIES "7-12"	B			BA					12/77		09/81	02
02934	2202		ANTHROPOLOGY				BA					08/76		09/79	01

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CUNY YORK COLLEGE
150 14 JAMAICA AVENUE
JAMAICA NY 11432

PROG. CODE	HEGIS CODE	SUP	PROGRAM NAME	L C	CERT	ASSOC	TYPE OF AWARD BACH	PROF	MSTR	A C	DOCT	DATE REG.	NAT. REG.	EXP. DATE	U C
02935	2204		ECONOMICS				BA					08/76		09/79	01
02936	2205		HISTORY				BA					08/76		09/79	01
02937	2207		POLITICAL SCIENCE				BA					08/76		09/79	01
02938	2208		SOCIOLOGY				BA					08/76		09/79	01
02939	2211		AFRO AMERICAN STUDIES				BA					08/76		09/79	01